

PERSONALITY CORRELATES OF RESIDENT
ASSISTANT EFFECTIVENESS

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PERSONALITY CORRELATES OF RESIDENT
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The problem. The problem was to determine the relationships between selected personality characteristics and other predictors, and resident assistant effectiveness.

Procedures. The sample included eight male and eleven female volunteers selected for RA positions at Drake University in Spring 1981. Predictors were Personality Research Form, Form AA subscales, job references, selection interview items, age, and GPA, obtained prior to the conclusion of the 1981 RA selection process. The Drake Resident Assistant Evaluation Form was used to measure "RA effectiveness" from the perspective of an RA's peers living in a residence hall. Peer evaluation ratings were obtained in November 1981. Non-parametric statistical tests were employed in a simple correlation design to analyze the data and to disclose relationships between predictors and the criterion.

Findings. RA's did not differ greatly from most college students in "normal" personality needs, and male and female RA groups differed significantly from each other on two of forty-seven predictors. For males, scores on the PRF-AA Exhibition subscale, and interview item ratings on "Assertive" and "Community Minded" each correlated $+ .71$ with DRAEF scores. For females, DRAEF scores correlated $- .68$ with PRF-AA Affiliation subscale scores, $- .65$ with Nurture subscale scores, and $- .68$ with interview item ratings on "Communication." No other predictors correlated significantly with the criterion.

Conclusions. (1) For males, the PRF-AA Exhibition subscale is a significant predictor of RA effectiveness. For females, the subscales Affiliation and Nurture are significant predictors. (2) For males, the selection interview items "Assertive" and "Community Minded" are significant predictors. For females, the item "Communication" is a significant predictor. (3) Age, GPA, and job recommendations are not significant predictors for males or females.

Recommendations. RA selection criteria should be constructed separately from, and validated regularly against, evaluation criteria. Age, job references, and GPA, although showing insignificant predictive value, should not be excluded from RA selection processes. Sex differences should be considered in identifying significant predictors of RA effectiveness. Functions of RA's should be communicated clearly to residence hall students. Periodic research is needed to identify components of RA effectiveness from a residence hall peer group perspective. Future research should incorporate larger sample sizes.

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CHAPTER ONE

Introduction

Rationale

Research in college student housing provides some support for the belief that the residence hall, more than any other environment on campus, is able to integrate in-class and out-of-class learning.¹ Schroeder and others pointed out, in fact, that from perhaps three to five times as much learning occurs in college students owing to their residence hall environments and peer group influences than to classes.² Vital to this environment and its positive influence on others is the student resident assistant, the person responsible to students living in his or her residence hall unit, and whose roles and responsibilities as facilitators of students' interpersonal and academic growth are wide-ranging.

¹ R. N. Hubbell and G. P. Sherwood, "A Model for Developing New Residence Hall Environments," NASPA Journal, 10 (Jan. 1973), 247.

² Karla Schroeder and others, "Systematic Human Relations Training for Resident Assistants," Journal of College Student Personnel, 14 (July 1973), 313.

³ Donald V. Adams, "Intellectual and Academic Facilitation in Student Residences," Current Issues in Student Housing. A Report of Commission III--Student Residence Programs, ed. Harold Marquardt (Washington, D.C.: American College Personnel Association, 1968), p. 26.

The resident assistant, or "RA," may be a trusted peer counselor, a resource and referral person, a model of "responsible" behavior, an advisor to student government, an enforcer of hall and institutional policies, and one who initiates various social and educational activities, to name but a few roles.¹ Yet, because such roles and responsibilities are extensive, often conflicting, and sometimes ill-defined, the essential function of the resident assistant is frequently misinterpreted.² As one former RA reflected,

I was the person to whom the student should come with his troubles and problems, be they academic or personal. He should have confidence in me. I should be looked upon as a friend in time of need. Yet at the very first it was I who announced the rules and regulations, and warned of what might happen to violators, so that I was set up as the 'law.' For many I

¹ Robert D. Brown, "Resident Adviser Programming," NASPA Journal, 7 (Oct. 1969), 87.

² Pearl Schroeder and Eunice Dowse, "Selection, Function, and Assessment of Residence Hall Counselors," Personnel and Guidance Journal, 47 (October 1968), 151; Terrell P. Dilley, "A Q-Study of the Residence Hall Personnel Assistant Role," Dissertation Abstracts International, 32 (March 1972), 4942-A (University of Missouri-Columbia); Harold R. Marquardt, "The Role of the Resident Assistant in the Men's Residence Halls at Michigan State University," Dissertation Abstracts, 22 (June 1962), 4272-A (Michigan State University); John P. Nelson, "Role Expectations for the Residence Hall Student Counselor as Reported by Residence Hall Counselor Supervisors at Selected American Colleges and Universities," Dissertation Abstracts, 29 (Feb. 1969), 2533-A (Purdue University); Harlyn D. Pope, "The Perceived Role of the University Hall Student Assistant," Dissertation Abstracts International, 31 (Apr. 1971), 5136-A (Oklahoma State University).

became suspect right away before they had become acquainted with me. Could I be trusted as a friendly counselor?¹

To the extent that their educative role is misinterpreted, then, RA's may be judged incorrectly as performing their jobs either well or poorly, contingent upon an incomplete perspective held by the observer.

Housing officers, who must first select and later assess the job performance of resident assistants, routinely confront the problems of RA role diffusion and confusion. Yet, if a single, general indicator of RA effectiveness which unifies these roles could be gleaned from the literature, it would appear to be interpersonal skills and the personality characteristics which underlie them. Reviewing studies that found that student peer counselors were considered more effective than professionally trained counselors in the college setting, Brown noted that

the comparatively greater effectiveness of paraprofessional counselors . . . may have resulted from the selection of paraprofessionals who were innately more health-engendering than the professional counselors. The methods employed in selecting paraprofessionals have varied widely, but most programs have systematically attempted to select individuals exhibiting a capacity for empathy, warmth, and sensitivity in interpersonal relations; high self-confidence

¹ Preston B. Albright, "Can Counseling and Supervising Co-Exist?" Personnel and Guidance Journal, 36 (Nov. 1957), 208.

and self-regard; and the ability¹ to accept people with values different than their own.

In another study, Brown found that freshmen who received academic and personal counseling from student paraprofessionals achieved significantly higher grade point averages than a matched group of freshmen not receiving such counseling.² The results of these and related studies tend to support the hypothesis that the personality characteristics and interpersonal skills that are germane to effective paraprofessional counseling also tend to unify the many roles and responsibilities of resident assistants. Identifying and defining these attributes operationally should assist college housing administrators in the selection, training, and evaluation of resident assistants.

Conducted in the context of an actual RA selection process at Drake University, this study proposed to investigate the relationship between selected personality characteristics and resident assistant effectiveness. Its primary purpose was to provide empirical information to housing officers which will enable them to improve upon existing resident assistant selection processes. The results should

¹ William F. Brown, "Effectiveness of Paraprofessionals: The Evidence," Personnel and Guidance Journal, 53 (Dec. 1974), 257-63.

² William F. Brown, "Student-to-Student Counseling for Academic Adjustment," Personnel and Guidance Journal, 43 (Apr. 1965), 821-30.

be useful in several ways. One might be that RA selection criteria could be linked more closely to personality theory and given more accurate operational definitions. In addition, because the criteria could be weighted in proportion to their demonstrated relevance to RA effectiveness, criteria more germane to RA selection could be distinguished from those used more appropriately in RA evaluation or for other purposes. Ultimately, the personality trait scores of RA's rated more or less effective could be pooled to form profiles of effective and less effective RA "types," which might prove useful in staff training and development programs, and in clarifying the definition of the resident assistant's role in American higher education.

Statement of the Problem

The problem was to determine the relationship between selected personality characteristics and other variables, and resident assistant effectiveness. The following questions related to the problem were investigated:

1. Which personality characteristics, if any, are valid predictors of resident assistant effectiveness?
2. Which of the commonly used RA selection criteria, if any, are valid predictors of resident assistant effectiveness?
3. To what extent is the effective resident assistant considered by his or her peers to be one who engenders

positive mental health in others; i.e., one who is an effective peer counselor?

4. To what extent can the Personality Research Form assist in the selection of resident assistants?

Research Hypotheses

The convergent findings of counselor effectiveness studies and those relating to RA selection and evaluation, discussed in the second chapter, suggested that the personality characteristics of empathy, warmth, and genuineness are common to effective counselor trainees and effective resident assistants. The Personality Research Form, a carefully constructed inventory of psychological needs, seemed capable of measuring these characteristics, and was adopted for use in this study. Hypothesis One refers to the twenty-two scales comprising the Personality Research Form, Form AA. Hypothesis Two refers to personality and skill criteria employed by Drake University in 1981 as a guide to selecting resident assistants. These criteria are reproduced in Appendix A.

Hypotheses embracing other commonly used RA selection criteria were also tested. Although many RA application forms request the applicant to supply his or her age, age may in fact be inversely related to RA effectiveness, according to three studies which revealed that students'

satisfaction with residence hall living diminished over time.¹ Notwithstanding the opinion expressed in a recent study that "upperclassmen are not only more apt to have proven their leadership skills, but they are more apt to have developed their own maturity and thus be capable of assisting in the development of others," it cannot be easily claimed that older RA's will be immune to the tendency to be dissatisfied with hall living.² No relationship was hypothesized between age and RA effectiveness. Grade point average, another common RA selection criterion, has little support in the literature as a reliable predictor of RA effectiveness.³ Therefore, it was hypothesized that there is no relationship between grade point average and RA effectiveness. Finally, job references are often considered in selecting RA's. Assuming that successful applicants for RA

¹ Donald A. Biggs, "College and University Students Evaluate Residence Counselors," Research Bulletin, Univ. of Minnesota, Office of the Dean of Students, 10, No. 4 (1970), 6; William H. Duvall, "Student-Staff Evaluation of Residence Hall Environmental Conditions," Journal of College Student Personnel, 10 (Jan. 1969), 52-58; Dennis C. Rittenmeyer, "A Study of the Student's Relationship with His Resident Assistant," Dissertation Abstracts International, 31 (May 1971), 5730-A (Michigan State University).

² Elizabeth A. Greenleaf, "The Role of Student Staff Members," in Student Development in College Residence Halls, eds. David A. DeCoster and Phyllis Mable (Washington, D.C.: American College Personnel Association, 1974), p. 187.

³ Thomas Broitman, Efficiency and Effectiveness of a Resident Assistant Selection Process (ERIC ED 178 821); Richard B. Caple and Robert D. Abbas, "Grade Performance of

positions (the subjects in this study) had submitted generally favorable job references, and that the concept of "RA effectiveness" may occupy a very narrow range with limited statistical variability, it was hypothesized that there is no relationship between job reference ratings and RA effectiveness.

The following, then, were the null hypotheses tested in this study:

Hypothesis One: There is no relationship between resident assistant effectiveness and any personality need measured by the Personality Research Form, Form AA (PRF-AA).

Hypothesis Two: There is no relationship between resident assistant effectiveness and any criterion used in selecting resident assistants at Drake University.

Hypothesis Three: There is no relationship between resident assistant effectiveness and the age of the RA at the time he/she applied for the position.

Hypothesis Four: There is no relationship between resident assistant effectiveness and the grade point average of the RA at the time he/she applied for the position.

Students Working as Residence Hall Personnel Assistants," Journal of College and University Student Housing, Jan. 1973, p. 28; Schroeder and Dowse, pp. 151-56.

Hypothesis Five: There is no relationship between resident assistant effectiveness and job reference ratings for the RA position.

Definitions

Acronyms Used in the Study:

CPI: California Psychological Inventory
DRAEF: Drake Resident Assistant Evaluation Form
EPPS: Edwards Personal Preference Schedule
GZTS: Guilford-Zimmerman Temperament Survey
MBTI: Minnesota Multiphasic Personality Inventory
POI: Personal Orientation Inventory
PRF-AA: Personality Research Form, Form AA
 RA: Resident Assistant
RCEF: Residence Counselor Evaluation Form

Interview Item Score. This is a composite evaluation, made by members of interview teams, of one personal skill or attribute that is considered important to the RA position. Interview scores are marked on evaluation forms, whose items are drawn from RA selection criteria. A copy of this form is reproduced in Appendix B.

Job Reference Rating. This is a composite evaluation of an RA applicant's abilities in several areas that are important to the position. An RA Job Reference Form, the

items of which are drawn from selection criteria, is used to record references. A copy of this form is reproduced in Appendix C.

Paraprofessional Counselor; Peer Counselor. These terms are generally synonymous with "Peer Helper" as it is defined below.

Peer Helper. This term is used to describe the RA in his or her role of "providing personal help and assistance," and to distinguish this role from that of the professionally trained counselor, to whom resident assistants should refer students who exhibit significant emotional and/or academic problems.

RA Peer. In this study, an RA peer is defined as a student, not an RA, who lives in the same unit of a residence hall as the RA.

Resident Assistant, or "RA". The Resident Assistant is a student, employed through the student affairs division of a college or university, who is responsible for performing a wide variety of services for students among whom he or she lives in a residence hall. M. Lee Upcraft listed six major responsibilities of the RA:¹

¹ M. Lee Upcraft, Learning to Be a Resident Assistant (San Francisco: Jossey-Bass Publishers, 1982), p. 4.

1. "Provide personal help and assistance." This may involve tasks ranging from opening locked doors to guiding emotionally troubled students to the campus counselor. RA's are not professional counselors, but often provide the necessary referral link between students and professional counselors; as such, they are usually trained in basic interviewing techniques and human relations principles.
2. "Manage and facilitate groups." RA's serve as advisors to residence hall government, and provide structure and guidance for members of the floor units where they live.
3. "Facilitate social, recreational, and educational programs." RA's help organize events for hall residents, so as to enhance their non-academic and academic growth. Examples of such programs are an all-hall party, intramural baseball, and time management seminars.
4. "Inform students or refer them to appropriate information sources." In this role, the RA serves as a community resource person.
5. "Explain and enforce institutional rules and regulations." Resident Assistants represent the institution to hall residents, and represent hall residents to the institution. RA's work with Residence

Hall Directors and others in the administration of effective, fair, and often educative, means of discipline.

6. "Maintain a safe, orderly, and relatively quiet environment." RA's work with the maintenance staff and other student personnel staff to ensure that residence halls are conducive to basic requirements for living and study.

Resident Assistant Effectiveness. RA effectiveness is an evaluation of the job performance of an RA from the perspective of his or her peers living in a residence hall. In this study, RA effectiveness was measured by an instrument developed by the researcher in a separate study outlined in Chapter Three.

Assumptions and Limitation

Assumptions

1. The functions of the resident assistant in American higher education are fairly uniform.
2. The RA's in the study completed the Personality Research Form in the manner intended.
3. The students who evaluated their RA's performance by completing the DRAEF did so in the manner intended.

Limitation

Because the criterion measure of RA effectiveness (DRAEF) was developed at Drake University, local validation of the instrument should occur if the results of this study are to be generalized legitimately to other institutions.

CHAPTER TWO

Review of Related Literature

This chapter examines the recent historical development of counseling by student paraprofessionals in college and university residence halls; commonly used RA selection techniques; recent efforts to include personality inventories among these techniques; comparisons between RA's and counselor trainees; and the 1981 RA selection process at Drake University.

Evolution of Student Paraprofessional Counseling in College Residence Halls

Paraprofessional counseling performed today by resident assistants in college residence halls occurs in an institutional context quite different from that of the late 1950s and early 1960s. In the early stages of the expansion of college residence facilities caused by mounting enrollments between 1955 and 1965, guidance and counseling by RA's (or residence counselors, as they were often called) tended to reflect a paternalistic attitude toward students which typified the in loco parentis obligation generally accepted by institutions of higher education.¹ In Yarborough and

¹ Harold C. Riker, College Housing as Learning Centers (Washington, D.C.: American College Personnel Association, 1965), p. 19.

Cooper's description of the RA selection criteria at San Diego State College in 1961 can be seen elements of this attitude in that they tend to emphasize leadership by virtue of authority or example:

Previous leadership experience in group living, camp counseling, or student government desirable . . .
 pleasing personality and appearance . . . can students identify with him in social usage, dress, personal standards? . . . good physical and mental health . . .
 acts as a guide in matters regarding attitudes, values, and standards . . . does not condone infraction of rules.¹

If these selection criteria suggested that very little personal counseling was required of an RA, the impression was reinforced by his actual job responsibilities, which tended to emphasize the RA's ability to orchestrate the residence hall environment to make it conducive to scholarship, still is a primary goal of residence hall programming. Personal counseling, as might be seen from the following list of RA responsibilities, was a matter better left to trained hall directors and campus counselors:

Become acquainted with each occupant (name, home town, hobby, interests, major . . . helps students develop and maintain attractive rooms and reports any necessary maintenance and/or damage . . . identifies and reports to the head resident students with few friends, little or no homework, a great deal of time to go to shows, no time to play, etc. . . . develops high group morale by creating a study-conducive atmosphere by curtailing distractions of loud radios, instruments, record players, noisy horseplay, loud conversations,

¹ John M. Yarborough and Mrs. R. A. Cooper, "The Present Day Resident Assistant Program," Journal of College Student Personnel, 4 (June 1963), 247.

etc. . . . reports to head resident infractions of resident hall regulations . . . develops sensitivity to the feeling in his group and reports to the head resident for purposes of controlling demonstrations and outbreaks . . . fosters and encourages individual and group participation in residence hall, campus, and community activities . . . works with scholarship committees in the hall.¹

Yet, a 1956 study by Hardee and Powell revealed that at least some counseling was indeed being performed by students in colleges and universities represented in over 65 percent of their nationwide sample.² One can only surmise from the apparent discrepancy that the type of counseling offered by paraprofessionals was not considered the same as that offered by trained counselors.

Perhaps for very sound ethical considerations, college administrators in the early 1960s preferred to separate personal counseling from the duties of the student resident assistant. Williamson thought that residence hall personnel required continuous and intensive training in order to be effective in dealing with "adjustment problems of individual students:"

All too frequently the staff members of residences are not selected with proper concern for their professional and personal qualifications to assist students with their personal adjustment problems. . . . And in fact too frequently the part-time counselors,

¹ Yarborough and Cooper, pp. 248-49.

² Melvene D. Hardee and Orrin B. Powell, "The Student Who Assumes Counseling Responsibilities," in Student-to-Student Counseling, ed. William F. Brown, rev. ed. (Austin, Texas: University of Texas Press, 1977), pp. 7-8.

usually advanced or graduate students, are selected with the purpose of organizing activities of a recreational sort, to protect property, and to maintain orderliness. All these are necessary functions, but they are not necessarily associated with the professional insight and background necessary to help students do something constructive about their problems of studying, concentration, loneliness, and a myriad of other adjustment problems so characteristic of some college students.¹

It may be concluded that although Williamson believed that personal counseling was the proper responsibility of individuals trained in counseling theory and techniques, he also implied strongly that residence hall personnel could be trained to be effective paraprofessional counselors in student residence settings.²

Williamson's words were not ignored when soaring enrollments in the 1960s tested the ability of institutions of higher education to provide adequate counseling services for students. Turning from exclusive reliance on faculty members or professional counselors, institutions looked to student paraprofessionals. In 1963, Brown and Zunker found that students served in paraprofessional counseling roles in institutions represented in about 65 percent of their national sample, a percentage about equal to that of the

¹ E. G. Williamson, Student Personnel Services in Colleges and Universities (New York: McGraw-Hill Book Co., Inc., 1961), pp. 200-01.

² Ibid.

earlier Hardee and Powell study.¹ The Brown and Zunker study indicated, however, that under the strain of increased enrollments colleges and universities were spending more time selecting and training student counselors, that selection procedures were becoming systematized, and that instructional materials were of higher quality than in the past.² Whether or not resident assistants were included under the label "student counselors" in the Brown and Zunker study was not clear. What was clear was that colleges and universities in the 1960s began to rely more on students to assume peer counseling duties.

By 1969, following a decade of expanding residence facilities and several years of student unrest, the resident assistant's peer helping responsibilities came into clear focus. This was due in part to research conducted by Brown and others which demonstrated the increasing effectiveness by student peer helpers, in addition to efforts by professional counselors to train students for their paraprofessional responsibilities.³ The helping role of

¹ William F. Brown and Vernon G. Zunker, "Student Counselor Utilization at Four-Year Institutions of Higher Learning," Journal of College Student Personnel, 7 (Jan. 1966), 41-46.

² Ibid.

³ William F. Brown, "Effectiveness," pp. 257-62.

the resident assistant became defined in terms of facilitating student growth and development.¹ In this refined context, wherein the academic mission of the college merged with the psycho-social development of its students, Brown reported what he felt RA's "duties to the student" now involved:

To help the individual student become a more effective person in his interpersonal relationships by learning to live with others . . . to counsel the individuals in the residence hall toward achieving self-reliance through the self-governing process . . . to guide the student to acquire skills, attitudes, and values which are needed to insure one's success in college.²

And pointing to the change in the role of the resident assistant since the beginning of the 1960s, Atkinson and others wrote in 1973:

Recently . . . there has been a growing trend toward consensus concerning the role and function of the resident assistant. Resident assistants are felt by many people to play an important part in creating maximum growth conditions for college students. They are no longer viewed strictly as authoritarians who enforce rules and regulations, but rather as facilitators who can and should provide an environment which encourages students to take responsibility for themselves.³

¹ John R. Powell and others, The Personnel Assistant in College Residence Halls (Boston: Houghton Mifflin Company, 1969), pp. 12-20.

² Robert D. Brown, p. 87.

³ Donald R. Atkinson and others, "The Personal Orientation Inventory as a Predictor of Resident Assistant

But if the 1960s witnessed a growing consensus as to the helping role of the RA, the 1970s emerged as the decade when research focused on ways to help RA's perform this role successfully. Scroggins and Ivey investigated microcounseling skills training of RA's, noting that

residence hall staff are the front-line counselors of any university helping services program. It no longer seems adequate to hire a good person and leave them to aid students the best they can.¹

In a similar study, Schroeder and others trained seven female and five male RA's at Southern Illinois University in human relations skills, using Carkhuff's systematic human relations training model, and found "a significant positive effect on their helping skills."² Interpersonal skills training was also the emphasis of an experimental RA training program reported by Schroeder, who tested a "challenge-response theory" in remote forest areas in order to develop RA's interpersonal growth and their awareness of group processes.³ Finally, Renz demonstrated in her

Effectiveness," Journal of College Student Personnel, 14 (July 1973), 326.

¹ William F. Scroggins and Allen F. Ivey, "Teaching and Maintaining Microcounseling Skills with a Residence Hall Staff," Journal of College Student Personnel, 19 (March 1978), 158-62.

² Karla Schroeder and others, pp. 313-17.

³ Charles C. Schroeder, "Adventure Training for

1976 study that RA's who were able to retain most from training in facilitative helping techniques probably would perform more effectively in their positions.¹

Researchers in the 1970s were bold enough to assert that interpersonal relationship skills constitute the core qualities of resident assistant effectiveness, apart from their many other administrative responsibilities. Their findings, which frequently sustained their assertions, clashed with the earlier notion that leadership ability and institutional loyalty were hallmarks of RA effectiveness. Whether this difference resulted from changing attitudes toward the RA role in student residences is not clear; it may be only that research methodologies have improved the ability to analyze the bases of effective performance. The preceding historical sketch, in any event, supports the need for additional research into the bases of RA effectiveness so that student growth and development can be further enhanced.

Resident Assistants," Journal of College Student Personnel, 17 (Jan. 1976), 11-15.

¹ Laurie Renz, "The Learning Curve for Retaining the Facilitative Helping Conditions as a Predictor of Residence Hall Advisers' Job Performance," Journal of College Student Personnel, 17 (May 1976), 215-19.

Common Resident Assistant Selection Techniques

The literature revealed that RA selection procedures among colleges and universities had been quite similar in that they included subjective judgments of candidates for the RA position. Recent efforts to integrate highly reliable standardized instruments in RA selection processes stemmed from the perceptions of many that interpersonal skills constituted the core attributes necessary for a high degree of RA effectiveness, and that subjective evaluations of these skills were subject to human error which could be avoided. The following review of the literature focuses on common RA selection criteria and processes.

Criteria on which RA applicants are evaluated seem fairly standard today. The historical survey presented earlier pointed out that this was not always true, and that selection criteria today tend to reflect both the academic mission of colleges and universities and the goal of facilitating interpersonal growth. Criteria common at many institutions have included leadership ability, sensitivity to environmental conditions, listening ability, ability to serve as a behavioral role model, the ability to show concern for the welfare of individual students as well as groups of students, and communication skills.¹

¹ Thomas Barnes, "Resident Assistants' Personality

Brown and Zunker's 1963 survey of colleges and universities revealed that, in addition to the widespread use of students as paraprofessionals, selecting RA's was ultimately performed by residence hall supervisory personnel.¹ This practice apparently has changed little today, and although the factors of age, class standing, and grade point average have not proven to be reliable indicators of potential effectiveness, they are nonetheless included in many current application forms. In addition to application forms, applicants are required to submit personal reference forms for evaluation, as well as participate in one or more individual interviews with residence hall personnel. Until recently, selecting RA's was the ultimate responsibility of the college dean or residence hall supervisor, according to Barnes, but many schools have invited experienced RA's to participate in the final decisions.² In each case, however, once the "basic" qualifiers of age, GPA, and class standing were met, interviews constituted the prime (and mostly unreliable) bases for judging RA candidates.³

Variables as Related to Effectiveness Ratings," Diss., Pennsylvania State Univ., 1972, p. 19.

¹ Brown and Zunker, pp. 41-46.

² Barnes, p. 20.

³ Ibid.

A number of schools departed from this basic selection procedure in order to achieve greater reliability. Ohio University¹ and Lycoming College² incorporated sociodrama as a technique in their selection procedures, in which RA candidates would assume the roles of RA's in a simulated residence hall situation. Evaluating these performances were faculty members and residence hall staff (including RA's) using pre-established criteria.

Other institutions, faced with large numbers of RA applicants, resorted to the leaderless group discussion method as a selection technique. Adopted at the University of Tennessee,³ Southern Illinois University,⁴ and Northwestern University,⁵ this method allowed many staff

¹ William B. Sheeder, "Role Playing as a Method of Selecting Dormitory Counselors," Journal of College Student Personnel, 4 (March 1963), 154-58.

² Donald A. Nair and Otto L. Sonders, "Sociodrama in the Selection and Training of Male Student Residence Hall Advisors," NASPA Journal, 7 (Oct. 1969), 81-85.

³ Trudy W. Banta and Jane E. McCormick, "Using the Leaderless Group Discussion Technique for the Selection of Residence Hall Counselors," Journal of NAWDAC, 33 (Fall 1969), 30-33.

⁴ Anthony Mullozzi, Jr., and Emil R. Spees, "Factors in Selecting Residence Hall Fellows," Journal of NAWDAC, 34 (Summer 1971), 185-90.

⁵ Mary B. Haldane, "Leaderless Group Discussion Method as an Effective Procedure for Selecting Residence Hall Counselors," Dissertation Abstracts International, 34 (Jan. 1974), 3870-A (Northwestern University).

members to observe the leadership abilities of several applicants in a single setting, thus saving time and increasing the validity of ratings.

At Cornell University, Walter investigated the practice at that institution of selecting female RA's based on a series of stepwise interviews which included student leaders and student personnel deans as interviewers.¹ Using students as part of the RA interviewing process was not new in 1968, however, for the University of Florida had used the technique as early as 1955.² Unlike that institution, Cornell had adopted specific selection criteria in advance to guide interviewers.

One useful selection technique at several institutions has been peer ratings. Wotruba and Crawley found that this approach alone was able to predict 75 percent of applicants eventually chosen through individual interviews at Holy Cross College.³ Kidd had devised a sociometric device ten years earlier, at Michigan State University, to

¹ Rosemary A. Walter, "The Validity of an Interview-Based Selection of Undergraduate Women to Serve as Dormitory Counselors" (Thesis, Cornell Univ., 1968), pp. 71-82.

² Marna V. Brady, "Student Counselor Selections," Personnel and Guidance Journal, 33 (Jan. 1955), 289-92.

³ Richard T. Wotruba and William J. Crawley. A Sociometric Questionnaire as a Guide to Select Resident Assistants, ERIC ED 011 668.

select male RA's.¹ Tibbits, who considered the traditional RA selection processes "complicated, costly, and redundant," reported that his method of peer nominations would have chosen thirty-four out of thirty-five RA's who were actually chosen in the traditional manner.²

Despite many variations in RA selection methods, few before 1960 had incorporated controls which allowed residence hall personnel to predict reliably the performance effectiveness of RA's chosen. Spurred by a possible desire to instill such "quality control" in RA selection procedures, researchers have experimented with standardized instruments in order to augment or supplant the less reliable "predictors" present in the traditional RA selection methods. The section below reports the results of these investigations.

Personality Inventories Commonly Used in
Resident Assistant Selection
and Evaluation

Though offering in most cases a reliable means of predicting RA effectiveness, thereby qualifying for use as selection tools, standardized instruments have been employed

¹ John W. Kidd, Residence Hall Guidance (Dubuque, Ia.: William C. Brown Co., Inc., Publishers, 1956), p. 13.

² Stephen Tibbits, "Student Staff Selections: Peer Evaluations May Be the Best," NASPA Journal, 14 (1977), 65-68.

by residence hall personnel with only limited degrees of success. Part of the reason for this may be traced to the use of unreliable or invalid criterion measures of RA performance effectiveness. Another explanation may be that the instruments were misused, or that extraneous variables, which were not controlled in research designs, may have invalidated the results. Nonetheless, several instruments have shown promise in several studies which attempted to measure or predict RA effectiveness. As the list of instruments exhibiting inconsistent or non-significant results in this area is quite long, the review of literature which follows will focus on three instruments which have yielded somewhat consistent results.

The first of these is the California Psychological Inventory, a personality measure which has proven useful in predicting high school and college grade point averages, delinquency, and the probability of high school dropout.¹ Anthony used Duncan's Residence Counselor Evaluation Form (RCEF) as a criterion measure of RA effectiveness when he used the CPI and the Personal Orientation Inventory (POI) to predict the performance effectiveness of RA's at Oklahoma State University in 1972.² He found that the

¹ Anne Anastasi, Psychological Testing, 4th ed. (New York: Macmillan Publishing Co., Inc., 1976), p. 506.

² Verlin L. Anthony, "Personality Correlates of

Self-Acceptance scale of the CPI correlated significantly with male RA effectiveness, and that males differed significantly from females on the CPI scales of Well-Being, Socialization, and Femininity. Ball, using the Goodman-Rodgers Scale to measure RA effectiveness at Mississippi State University in 1977, found that the CPI scales of Flexibility and Achievement Via Independence yielded significant correlations with the criterion measure.¹ When Hall and Creed administered the CPI to RA's at the State University of New York at Binghamton in 1976, they found that Flexibility was the only CPI scale that distinguished RA's rated above average by their resident directors from those rated below average on three job-related dimensions.² That the below average group scored significantly higher than the above average group may, however, be due to the small sample size, the relatively small variability of both groups' performance on the CPI, and an ill-defined criterion measure.

Effectiveness Among Student Assistants in Residence Halls," Dissertation Abstracts International, 34 (March 1974), 5613-A (Oklahoma State University).

¹ William D. Ball, "An Investigation of the Relationship Between Resident Assistant Effectiveness at Mississippi State University and Personal Characteristics as Measured by the California Psychological Inventory," Dissertation Abstracts International, 38 (Oct. 1977), 1882-A (Mississippi State University).

² Michael Hall and William Creed, "The Use of the CPI in the Evaluation and Selection of Resident Assistants,"

When Dorin attempted to predict RA performance at the University of Connecticut in 1973, using the RCEF to measure the criterion, the CPI scales of Flexibility, Communality, and Social Presence were included as positive factors in the optimum regression equation for male RA's.¹ These scales were also included in the male regression equation in Anthony's study.²

The scales of Dominance and Sociability were included in Dorin's optimum regression equation for male RA's as being negatively related to effectiveness. This corresponded with the results of Haldane's research at Northwestern University. Over the period of one academic year, first-year RA's job performance, as measured by the RCEF, correlated negatively at a significant level with the CPI scales of Dominance, Sociability, Sense of Well-Being, Intellectual Efficiency, and Psychological Mindedness.³ Sense of Well-Being and Psychological Mindedness yielded significant correlations with RA effectiveness measures in both Haldane's and Dorin's studies. However, the scales

The Journal of College and University Student Housing, 9 (Summer 1979), 10-13.

¹ Philip A. Dorin, "The Use of the California Psychological Inventory in the Selection of Residence Hall Staff," Dissertation Abstracts International, 35 (Oct. 1974), 1906-A (University of Connecticut).

² Anthony, p. 5613-A.

³ Haldane, p. 3870-A.

were negatively related in Haldane's study, but were positively related in Dorin's. Although only two CPI scales (Dominance and Sociability) appear to be related to RA effectiveness in similar direction (inversely) between Haldane's study and those of both Dorin and Anthony, this may be due to the much smaller sample size in Haldane's study (20, vs 145 and 113 for Dorin and Anthony respectively).

Based on consistent results among studies using the CPI to predict RA performance effectiveness, the literature suggested that an effectively performing RA will score significantly lower than less effective RA's on the CPI scales of Sociability and Dominance; and will tend to score significantly higher on the scales of Communality, Social Presence, Achievement via Independence, and Flexibility.

Another instrument reporting consistent results in the RA selection and evaluation literature was the Meyers-Briggs Type Indicator (MBTI). Wotruba's study at Holy Cross College revealed that RA's judged more effective tended to be more extroverted, intuitive, perceiving, and feeling than less effective RA's.¹ It should be noted,

¹ Richard T. Wotruba, "Can Residence Hall Staff be Selected Scientifically?" NASPA Journal, 7 (Oct. 1969), 107-11.

however, that his data were not subjected to statistical analysis; nonetheless, when Wachowiak and Bauer administered the MBTI to groups of RA applicants and to a norm group of non-applicants at the University of North Carolina at Charlotte between 1973 and 1975, they found that both the accepted and rejected groups were significantly more extroverted than the norm group. The accepted group differed from the rejected group in that the former was found to be more judging than perceiving, which tends to refute Wotruba's findings, but is nonetheless probably the more valid owing to the more careful methodology employed in the Wachowiak and Bauer study.¹

To summarize the results of these two studies, it may be reasonably concluded that effective RA's will tend to be more extroverted as a group than less effective RA's, and that all RA's as a group may be more judging than perceiving. More research utilizing the MBTI in conjunction with a reliable criterion measure of RA effectiveness doubtless would lend strength to the results of the above studies, which failed to substantiate the validity of the criterion measures employed.

In addition to the CPI and the MBTI, the

¹ Dale Wachowiak and Gene Bauer, "The Use of the Meyers-Briggs Type Indicator for the Selection and Evaluation of Residence Hall Advisors," Journal of College and University Student Housing, Winter 1976, pp. 34-37.

Guilford-Zimmerman Temperament Survey (GZTS) has yielded somewhat consistent results when used to predict RA job performance. When Cook administered the GZTS and two other instruments to male RA's at Pennsylvania State University in 1955, he found that the GZTS scale of Personal Relations correlated positively with supervisors' rating of RA performance, and that the scales of Objectivity and Sociability correlated positively with students' ratings.¹

The Objectivity and Sociability GZTS scales, in addition to the General Activity scale, were found to be related positively at a significant level to RA performance effectiveness as measured by the RCEF when Jacobs administered the GZTS to 103 RA's at the University of Virginia in 1973. In addition, he found a significant multiple R between effectiveness ratings and a combination of the above scales plus the Emotional Stability scale.²

In a 1957 study, in which Simons administered the GZTS, the MMPI, the Allport-Vernon Study of Values, and the Index of Adjustment and Values to male RA's at Michigan State University, the RA's rated most effective on a local

¹ Kenneth G. Cook, "The Development of Evaluative and Selective Devices for Residence Hall Counselors," (Thesis, Pennsylvania State Univ., 1955), p. 30.

² Linwood Jacobs, "An Investigation of the Relationship Between Residence Hall Assistant Effectiveness and Selected Variables," Dissertation Abstracts International, 34 (Oct. 1973), 1616-A (University of Virginia).

criterion measure scored significantly higher than less effective RA's on the GZTS Emotional Stability scale.¹

Finally, Thomas used the GZTS, the Personal Orientation Inventory, and the Eleven Motivational Factors test to discover the relationship between RA effectiveness and personality characteristics at the University of Pittsburgh.² The GZTS Sociability scale correlated positively, and the Restraint scale negatively, with student ratings of RA performance measured by the RCEF.

To summarize, the research suggested that RA's rated as most effective will tend to score higher than less effective RA's on the GZTS scales of Personal Relations, Objectivity, Sociability, and Emotional Stability.

Many studies which attempted to assess personality variables that contribute to RA effectiveness used instruments other than the CPI, the MBTI, and the GZTS in their designs. Yet some of the most popular instruments did not yield significant or consistent results when used for this purpose. The MMPI, for example, was not found useful in

¹ Wesley S. Simons, "The Personality Characteristics of the Residence Hall Assistant as Related to Job Performance," Dissertation Abstracts, 18 (Jan. 1958), 135A-136A (Michigan State University).

² Ronald W. Thomas, "Analysis of the Relationship Between Residence Hall Counselor Effectiveness and Certain Personality Characteristics," Dissertation Abstracts International, 34 (March 1974), 5669-A (University of Pittsburgh).

three of four reported studies, which may account for the virtual disappearance of this instrument from the recent RA selection research.¹ The Personal Orientation Inventory has proven useful in some studies of RA effectiveness,² but not in others;³ the result seems to be that the POI has gone the way of the MMPI in the recent RA literature. The Strong Vocational Interest Blank has also yielded inconsistent results.⁴

¹ Juana M. Burton, "An Evaluation of the Criteria for Selecting Residence Hall Interns at Indiana University" (Diss., Indiana Univ., 1968), pp. 96-102; Martha E. Peterson, "An Evaluation of the Relationship Between Test Data and Success as a Residence Hall Counselor," Dissertation Abstracts, 21 (May 1961), 3364 (University of Kansas); Simons, p. 135A-136A; Schroeder and Dowse, pp. 151-56.

² Anthony, p. 5613-A; Robert W. Graff and Harley E. Bradshaw, "Relationship of a Measure of Self-Actualization to Dormitory Assistant Effectiveness," Journal of Counseling Psychology, 17 (Nov. 1970), 502-5; Stephan H. Scott, "Impact of Residence Hall Living on College Student Development," Journal of College Student Personnel, 16 (May 1975), 214-19; Deborah J. Kipp, "The Personal Orientation Inventory: A Predictive Device for Resident Advisors," Journal of College Student Personnel, 20 (Sept. 1979), 382-84.

³ Atkinson and others, p. 326; Mullozzi and Spees, pp. 185-90; David F. Schrage, "Use of the Personal Orientation Inventory, a Measure of Self-Actualization, in the Selection of Resident Advisors," Dissertation Abstracts International, 39 (Sept. 1978), 1377-A (University of Oklahoma); Charles C. Schroeder and Byron S. Wills, "An Attempt to Use a Measure of Self-Actualization in the Selection of Resident Assistants," Journal of College and University Student Housing, Jan. 1973, pp. 30-32; Thomas, p. 5669-A.

⁴ Burton, pp. 96-102; Raymond O. Murphey and Angelo Ortenzi, "Use of Standardized Measurements in the Selection

If one can generalize among the preceding studies which have attempted to reveal personality traits common to effective resident assistants, the CPI, the MBTI, and the GZTS reveal a pattern of traits which appears to relate to individuals possessing effective interpersonal skills. Research using the MBTI suggests that RA's are more extroverted than introverted. In addition to showing relationships between RA effectiveness and that of counselor trainees, as discussed in Chapter One, research using the CPI suggests that effective RA's demonstrate community concern, flexibility, and an aversion to dominance in interpersonal relations. Finally, the GZTS shows RA's as proficient in personal relations while displaying a concern for objectivity. Not only do these findings imply rather strongly that interpersonal skills underlie the many roles and responsibilities of resident assistants; they also corroborate the beliefs of student personnel administrators and recent researchers who have asserted that interpersonal skills ought to play a preeminent role in the RA position. In short, with respect to the

of Residence Hall Staff," Journal of College Student Personnel, 7 (November 1966), 360-63; Peterson, p. 3364; Schroeder and Dowse, pp. 151-56; Frank J. Simes, "The Development of a Basis for the Selection of Resident Advisers at the Pennsylvania State College" (Diss., Pennsylvania State College, 1952), p. 8.

effectiveness of resident assistants, research indicates that theory and practice are in close agreement.

Comparisons Between Effective Resident
Assistants and Effective
Counselor Trainees

Comparing resident assistants and counselor trainees in terms of their judged effectiveness is not an easy task. This is true, in large part, because few have been able to agree on what specific, observable behaviors constitute "effectiveness." This section of the literature review attempts to draw comparisons between RA's and counselor trainees, using the results of studies which employed personality inventories. Such comparisons seem to be legitimate, inasmuch as both RA's and counselors are perceived to be effective in similar ways.

Counseling effectiveness often is a topic of research. In two studies conducted in the 1960s, researchers attempted to relate counselor trainees' personality traits to supervisors' ratings of their counseling effectiveness. The first, conducted in 1963 by Bergin and Solomon, suggested that the MMPI, Welsch's A.I. Index, Welsch's I.R. Index, the Constructive Personality Change Scale, and the Edwards Personal Preference Schedule could be used to assess these traits.¹ Truax, Silber, and Wargo used these instruments

¹ Charles B. Truax and Robert R. Carkhuff, Toward

in their 1966 study to analyze the therapeutic conditions of genuineness, accurate empathetic understanding, and nonpossessive warmth present in members of another trainee group.¹ Though the results of these studies were not uniformly significant in a statistical sense, however, they were strikingly similar in direction for eight personality traits measured by the Edwards Personal Preference Schedule. In both studies the relationship between counselor effectiveness was shown to be negative for the EPPS scales of Defensiveness, Order, Intracception, Abasement, and Conformity; while effectiveness was related positively to the scales of Dominance, Change, and Autonomy.²

It is important to note that the results of the preceding studies corresponded closely to those obtained in studies of RA selection and evaluation. In order to draw rough comparisons between the two types of studies, it was necessary first to equate the EPPS with other instruments which had been used in RA selection and evaluation. This was done using Douglas Jackson's Personality Research Form (PRF), the psychometric properties of which allowed

Effective Counseling and Psychotherapy: Training and Practice (Chicago: Aldine Publishing Company, 1967), pp. 232-35.

¹ Ibid.

² Ibid., p. 235.

logical comparisons between the EPPS and the California Psychological Inventory (CPI).¹

Relating the Personality Research Form to the EPPS was at least theoretically possible. Since the PRF shared with the EPPS the theoretical personality base suggested by Henry Murray in his 1938 monograph, Explorations in Personality, such that twelve EPPS trait scales had counterparts in the PRF, it appeared that these instruments were related strongly enough to permit meaningful comparisons between studies using these instruments separately.² The theoretical consistency between the EPPS and the PRF implied, moreover, that the PRF was capable of measuring personality traits similar to those measured by the EPPS.

In constructing the Personality Research Form Jackson had examined the results of factor analytic studies and considered numerous theoretical viewpoints, then arranged the PRF personality trait scales into several convenient conceptual units.³ The unit entitled "Measures of Degree and Quality of Interpersonal Orientation," for example, is defined by the PRF scales of Affiliation, Nurturance,

¹ Douglas N. Jackson, Personality Research Form: Form AA (Goshen, N.Y.: Research Psychologists Press, Inc., 1974), pp. 20-25.

² Anastasi, p. 513.

³ Jackson, pp. 4-5.

Exhibition, and Social Recognition arranged in theoretical opposition to the scales of Aggression and Defence with- in the same conceptual unit.¹ A total of seven separate conceptual units was offered for the PRF. The units are reproduced in Appendix D. Since each PRF conceptual unit was composed of opposing groups of trait scales, it seemed reasonable to suggest that, within a single unit, one or more trait scales lying opposite a scale found to be positively related to RA effectiveness could be related negatively to the same criterion, and vice versa. Finding, for example, that Autonomy was related positively to RA effectiveness would imply that Succorance was negatively related because it lies opposite Autonomy within the conceptual unit. It should be apparent that this psychometric property of the PRF made possible yet more comparisons among studies of RA selection and evaluation, as well as between these studies and those which investigated counselor effectiveness.

Equating the California Psychological Inventory with the Personality Research Form (and hence the Edwards Personal Preference Schedule) was possible to the extent that PRF - CPI intercorrelations conformed reasonably well to the "opposing trait" relationships featured in the

¹ Ibid., p. 5.

PRF's conceptual units. The intercorrelation matrix located in the PRF Manual and reproduced here in Appendix E revealed that, with few exceptions, the CPI scales in fact did conform quite well to the trait scale arrangements presented in Jackson's conceptual units.¹

Based on the preceding operations, it appeared that the Personality Research Form offered a convenient method of comparing results of studies which used either the EPPS or the CPI to evaluate RA's or predict their performance effectiveness. Moreover, it was evident that the PRF could be used to compare the results of these studies with those of the counselor effectiveness studies discussed earlier to determine a possible relationship between effective counseling and RA effectiveness.

Transposing CPI and EPPS scale scores onto the PRF to compare counselor trainee effectiveness and RA effectiveness revealed interesting parallels. Two studies which used the CPI to select or evaluate RA's concluded that the "PRF equivalent" scales of Order and Cognitive Structure were related negatively to effectiveness,² a finding which paralleled those of the counselor effectiveness studies;³

¹ Jackson, p. 28.

² Ball, p. 1882-A; Dorin, p. 1906-A.

³ Truax and Carkhuff, p. 235.

the latter studies indicated a positive relationship between Change on the PRF and effectiveness,¹ a finding which corresponded with the construction of one of Jackson's conceptual units, since Change falls opposite Cognitive Structure within the unit entitled "Measures of Impulse Expression and Control."² Two additional studies, one using the CPI,³ the other using the EPPS⁴ found that RA effectiveness was related positively to Dominance on the PRF, a finding which again paralleled those of the counselor effectiveness studies.⁵ However, two other studies using the CPI found an inverse relationship between RA effectiveness and Dominance,⁶ which suggested that predicting or assessing RA performance based on this trait should be done cautiously, if at all. Finally, Wotruba found that Succorance on the EPPS was negatively related to RA effectiveness.⁷ This paralleled the counselor effectiveness studies, which found that Autonomy, lying

¹ Ibid.

² Jackson, p. 5.

³ Anthony, p. 5613-A.

⁴ Wotruba, p. 109.

⁵ Truax and Carkhuff, pp. 232-35.

⁶ Dorin, p. 1906-A; Haldane, p. 3870-A.

⁷ Wotruba, p. 109.

opposite Succorance in Jackson's schema, was related positively to effectiveness.¹

In summary, it appeared from the foregoing analysis that the findings of the counselor effectiveness studies converged with those relating to RA selection and evaluation, and suggested that the personality characteristics of empathy, warmth, and genuineness were common to effective counselor trainees and resident assistants. The Personality Research Form, described in detail in Chapter Four, seemed best able to measure these characteristics effectively, and was adopted for use in this study.

The 1981 RA Selection Process at Drake University

To understand the possible roles played by age, grade point average, and recommendations as well as personality characteristics in determining who is selected as an RA, it is useful to examine the 1981 selection process at Drake University. In its basic form, Drake's process appeared to be typical of most in the United States, and is therefore offered as an example of potential problems associated with the reliability of most RA selection processes.

Selecting new resident assistants at Drake University for positions available in the Fall term is a four-week

¹ Truax and Carkhuff, pp. 232-35.

process which begins in mid-January of the preceding academic year. For the 1980-81 year the process consisted of (1) a review of applications and reference letters; (2) a general meeting of RA applicants, at which members of the Office of Residential Life staff explained the selection process, reviewed interviewing techniques, answered applicants' questions, and provided applicants with opportunities to talk with currently-employed RA's; (3) a thirty-minute interview by each applicant with a team of three interviewers, after which some applicants were removed from further consideration; (4) a small group "process," in which another three-person interviewing team evaluated from three to five applicants' interpersonal skills, then decided upon further "cuts"; (5) "in hall" interviews, in which applicants surviving the second "cut" met with selection teams composed of students and staff members from residence halls chosen mutually by the applicants and hall directors; and (6) selections of new resident assistants, announced several days after the "in hall" interviews.¹

Guiding interview teams during the selection process was a list of resident assistant selection criteria, compiled by the university's six hall directors and two

¹ "1980-81 Resident Assistant Selection Process," (Des Moines, Ia.: Office of Student Residences, Drake University, n.d.). Mimeographed.

complex directors.¹ The list included twenty-two somewhat interrelated personal traits and skills, defined as behaviors expected of satisfactorily functioning RA's. The list is reprinted in Appendix A. It is important to note the close relationship between many of the criteria and the characteristics of competent counselors as theorized by Rogers² (congruence, unconditional positive regard, empathetic understanding), Truax and Carkhuff³ (authenticity, nonpossessive warmth, accurate empathy), and Tyler⁴ (sincerity, acceptance, understanding). Since an early title of the resident assistant was "residence counselor," the relationship between counselor characteristics and resident assistant selection criteria seems quite natural.

Interviewer teams used an evaluation form on which each selection criterion was converted to a Likert-type

¹ "Selection Criteria for the Position of Resident Assistant" (Des Moines, Ia.: Office of Student Residences, Drake University, n.d.). Mimeographed.

² Carl R. Rogers, "The Necessary and Sufficient Conditions of Therapeutic Personality Change," Journal of Consulting Psychology, 21 (April 1957), 96.

³ Truax and Carkhuff, p. 25.

⁴ Leona E. Tyler, The Work of the Counselor, 3rd ed. (New York: Appleton-Century-Crofts, Inc., 1969), p. 33.

rating scale (Appendix B).¹ Interviewers rated applicants on these scales according to the presence and intensity of the skills and traits they observed. Another Likert-type scoring procedure applied to ten selection criteria comprised a reference form for RA applicants, who were required to submit two completed forms to the Office of Residential Life at the beginning of the selection process (Appendix C).²

As was true at Drake, RA selection processes in many colleges and universities utilize rating scales, derived from selection criteria, to evaluate applicants for the position. Such processes are therefore subject to the weaknesses in reliability generally associated with rating scales. Anastasi noted that ratings are valid to the extent that selection criteria are defined specifically and that ratings on each criterion mean the same to all raters.³ Beyond these basic considerations Anastasi mentioned several common threats to rating scale validity: the halo effect, "a tendency on the part of raters to be

¹ "Evaluation of the Individual and Group Interview" (Des Moines, Ia.: Office of Student Residences, Drake University, n.d.). Mimeographed.

² "Reference for Resident Assistant Applicant" (Des Moines, Ia.: Office of Student Residences, Drake University, n.d.). Mimeographed.

³ Anastasi, p. 609.

unduly influenced by a single favorable or unfavorable trait, which colors their judgment of the individual's other traits";¹ the error of central tendency, the "tendency to place persons in the middle of the scale and to avoid extreme positions";² and leniency error, which is "the reluctance of many raters to assign unfavorable ratings."³ Addressing each of these possible error sources in RA applicant rating scales requires considerable effort.

Yet time constraints on the RA selection procedure make efforts to counter most error sources somewhat less than satisfactory. Training students and staff carefully to become competent raters requires investing a great deal of scarce time prior to the selection process, although more valid ratings probably would justify the time invested.⁴ Validity of ratings also tends to increase with the number of independent observers rating each applicant, but employing adequate numbers of raters to offset inter-rater error would tend to lengthen the selection process and make it somewhat unwieldy; intra-rater error

¹ Ibid., p. 611.

² Ibid.

³ Ibid.

⁴ Ibid., p. 612.

may then increase due to the great amount of time each rater must devote.¹ Given time constraints on the RA selection process which hinder efforts to obtain valid ratings of applicants, reliable alternatives to ratings scales appear to be needed. If one or more highly reliable measures could predict RA effectiveness reasonably well, a selection procedure could incorporate these stronger instruments. Reliance on rating scales or other data could then be reduced with little loss in predictive ability, and if the instruments were to predict RA effectiveness extremely well, portions of the selection process could be deleted. A stronger, more concise selection process would require less staff time, reduce the burden on RA applicants, and perhaps attract talented students to an applicant pool who otherwise would not have applied because of their understandable aversion to a protracted selection process.

The Personality Research Form, owing to its superior statistical properties, was thought to be capable of introducing greater reliability to RA selection processes, and was therefore used in this study. Chapter Four examines these properties in detail.

¹ Anastasi, p. 612.

CHAPTER THREE

Construction of a Criterion Measure of Resident Assistant Effectiveness:

The Drake Resident Assistant Evaluation Form (DRAEF)

Introduction

When this study was conducted in 1981, Drake University's Office of Residential Life was without a criterion measure of resident assistant performance effectiveness. In order to meet the requirement of this study for such an instrument, and to strengthen the local and temporal validity of the study, it was decided to conduct a smaller study in the Spring 1981 term to construct a sufficiently reliable and valid instrument to measure RA effectiveness at Drake. This smaller study replicated one conducted in 1965 by James Duncan, author of the Resident Counselor Evaluation Form, an instrument used widely in assessing RA effectiveness.¹

Procedures

The following procedures were followed in the smaller study: In March 1981 a questionnaire was sent to 160

¹ James P. Duncan, "Construction of a Forced-Choice Rating Scale for Student Evaluation of Residence Hall Counselors" (Diss., Indiana Univ., 1965), p. 45.

students who had been living in Drake residence halls for at least two years. (Students who lived in Goodwin-Kirk Residence Hall were not included in this sample or in others used for constructing the evaluation scale; their responses were used to provide normative data for the finished instrument.) Selecting the sample from computer lists was done randomly. The sample was stratified equally by sex. The questionnaire sent to this sample was in two parts: the first asked the student to supply not more than ten words or short phrases that best described effective resident assistants whom they had seen performing their jobs; the second requested the same information for ineffective RA's whom they had known. The questionnaire is reproduced in Appendix F. Each questionnaire packet contained a return envelope bearing a numerical code so that the return rate by sex could be monitored. Packets were sent to students through campus mail; questionnaires were returned to the Office of Residential Life in the same manner. After ten days, all returned questionnaires were opened and evaluated. Invalid questionnaires were discarded.¹ Of the 160 questionnaires distributed, 38 valid ones were returned (14 male, 24 female), for a 25.3 percent response rate (18.9 percent male,

¹ Returned questionnaires were judged invalid if written messages accompanied them which reflected overt or extreme attitudes toward RA's, the survey process, or the questionnaire itself. Four questionnaires were judged invalid and discarded.

31.6 percent female). Such low response rates generally call for follow-up reminders to those surveyed. However, owing to the large number of descriptors submitted by these students, and because many descriptors were repeated as each questionnaire was examined, it was thought that a follow-up mailing would not appreciably increase the pool of non-duplicated items, and therefore was not done. All positive and negative behavioral descriptors were mixed and entered into the Drake University computer, then edited by the investigator for clarity, spelling, and ambiguity, taking care to retain the student idiom. Duplicate responses were eliminated. Appendix G contains the 267 descriptors retained as a result of this initial evaluation.

The retained items were then evaluated by 148 student judges, selected from the same group as the first sample, but not included in that sample. Each student was sent a computer-generated questionnaire containing the 267 behavioral descriptors, each accompanied by a one-to-five Likert-type scale. Instructions called for the student to rate each item in terms of its "favorableness" (i.e., its degree of positive or negative valence) to RA's when considered as a group. Instructions are reproduced in Appendix H. Fifty-seven of the 148 in the sample returned valid questionnaires (30 male, 27 female), for a 38.5 percent response rate (41.1 percent male, 36.0 percent female). Data were

submitted to the computer and analyzed. For each item in the survey, a mean score on the five-point rating scale was computed and termed a "preference index" for the item. Items retained for use in the final form of the evaluation instrument ultimately were to possess similar preference indices, a very important feature if rater bias was to be controlled.¹

Simultaneous with the distribution of these questionnaires, two additional samples of seventy-eight and seventy-three students were selected as before and sent different types of computer-generated questionnaires. One asked students to evaluate the 267 items as they pertained to the "best RA" they knew or had known; the other asked students to evaluate the items as they pertained to the "worst RA" they knew or had known. Another Likert-type scale was used to record ratings, which ranged from "always or completely" to "never or not at all." Scoring instructions to the student raters are reproduced in Appendix I. Distribution and return of the forms was done as before. Within ten days, 42.5 percent (34.2 percent male, 47.2 percent female) of the "best RA" surveys were returned, and 49.4 percent (42.5 percent male, 56.8 percent female) of the "worst RA" surveys were returned. All valid data were entered into the computer and analyzed. For each item, a t-test between means on

¹ Ibid., pp. 37-38.

the "best RA" and "worst RA" surveys was computed. The resulting "t-value" was labeled a "discrimination index," defined as the ability of the item to discriminate between the "best RA" and the "worst RA" as seen by student raters.

The discrimination and preference indices computed for each item were then inspected. All items with a preference index of 3.0 or less (when a score of 1.0 was defined as "very favorable," and 3.0 as "moderately favorable") were retained. This ensured that all items included in the final instrument were to have comparable valence. This procedure resulted in the retention of 130 items of the original 267.

A set of triads was then constructed from the 130 retained items. Each triad was composed of two items with high discrimination indices, ordered randomly in the triad with one item bearing a low discrimination index. Enough items with low index numbers existed that fourteen triads could be constructed. Preference and discrimination indices for each item retained for use in the final instrument, along with their organization into triads, are in Appendix J. Instructions to student users of the completed instrument, entitled the Drake Resident Assistant Evaluation Form, specified that they should choose at least one, but not more than two, items from each triad. Scoring the DRAEF was done by adding the number of "high discrimination index" items selected, the sum representing a numerical expression of "RA effectiveness" ranging from zero to a possible twenty-eight.

After the DRAEF was tested in Goodwin-Kirk residence hall, the split-half reliability of the instrument was computed, using a Spearman-Brown correction formula. Goodwin-Kirk was chosen because its nearly 700 residents represented the single largest residential grouping on campus, and because its 70 percent freshman class composition best reflected the actual proportion of all freshmen living in university-sponsored housing at Drake.¹ In addition, it may be true that the effectiveness of resident assistants is more important for freshmen than for other students in terms of academic achievement² and retention.³ Reliability coefficients computed for the DRAEF, when using the Goodwin-Kirk resident population, would have more meaning, statistically due to the large number of residents, and intuitively because of the freshman composition of the hall.

All Goodwin-Kirk RA's were requested to participate in the study by agreeing to be evaluated by their residents, to whom they would distribute copies of the DRAEF. Seven

¹ "Expectations" (Des Moines, Ia.: Office of Student Residences, Drake University, n.d.). Mimeographed.

² Marsha Newton and Herbert H. Krauss, "The Health-Engenderingness of Resident Assistants as Related to Student Achievement and Adjustment," Journal of College Student Personnel, 14 (July 1973), 321.

³ Alexander W. Astin, Preventing Students from Dropping Out (San Francisco: Jossey-Bass Publishers, 1975), p. 91.

male RA's and eight female RA's volunteered. These volunteers met with the researcher during a weekly staff meeting to listen to the purpose of the study, safeguards on confidentiality of responses, and instructions for completing the DRAEF so that residents' questions, should they arise, could be answered accurately. It was emphasized that if they wished, the RA volunteers could view the results of their evaluations privately with the researcher. Additional suggestions for conducting this part of the study were elicited at this meeting and incorporated in the procedures.

The RA's were given twenty-five copies each of the DRAEF to distribute to residents in their wings, with the suggestion that they be dispersed evenly among the residents, so as to minimize the effects of geographic distance between RA and resident. Appended to the DRAEF, in order to provide one means of validating the instrument, was a set of nine additional behavioral descriptions, each with a Likert-type scale. These were borrowed from the research conducted at the University of Georgia and the University of Florida by James Alsobrook, who established that these descriptors could be used by college students to identify peers who, by their actions, engender positive mental health in others who lived in

residence halls.¹ Because the instrument demonstrated high reliability and validity coefficients, because it originated in a residence hall setting, and because it purported to measure behaviors commonly attributed to RA's, it was thought that it could be used to provide a measure of construct validity for the DRAEF. The DRAEF, with the Alsobrook scale and cover letter to student evaluators, is reproduced in Appendix K. Each completed evaluation form was to be returned to the researcher via a sealed campus mailing envelope. Posters reminding residents to complete and return the DRAEF were placed in Goodwin-Kirk three days after distribution of the forms.

After ten days, all returned questionnaires were opened and examined. Forms marked incorrectly were discarded, and of the 375 questionnaires distributed, 148 valid ones were returned (35 male, 113 female) for a 39.4 percent response rate (20.0 percent male, 56.5 percent female). For normative purposes, evaluations for the male RA volunteers were combined, as were female RA evaluations. Odd and even triads for each form were scored by hand separately and summed, and each resulting pair of scores

¹ James M. Alsobrook, "A Study of Health-Engendering People in a Campus Community" (Diss., Univ. of Florida, 1962), p. 148; James M. Alsobrook, Effects of College Student Adjustment Upon Learning and Interaction (ERIC ED 035 937), p. A-4.

was entered into the computer. A Spearman correlation coefficient was then computed between the halves of the DRAEF; another was computed between the whole instrument and the Alsobrook scale. Next, the estimated reliability of the DRAEF was hand-computed using the Spearman-Brown formula, which tends to yield a conservative estimate of actual reliability.¹ The Spearman-Brown formula used was the following:

$$r_{tt} = \frac{2r_{oe}}{1 + r_{oe}}$$

where r_{tt} = the reliability of the original test

r_{oe} = the reliability coefficient obtained by correlating the scores on the odd items with the scores of the even items²

Finally, the computer provided normative data for male and female RA's; comparisons between male and female RA's on each item in the DRAEF, using t-tests; and intercorrelations among DRAEF items for males and females.

Results

Table 1 provides normative data for the DRAEF. For males, scores ranged from six to twenty-two, with a mean of

¹ J. P. Guilford and Benjamin Fruchter, Fundamental Statistics in Psychology and Education, 6th ed. (New York: McGraw-Hill Book Company, 1978), p. 426.

² Ibid.

14.26 and a standard deviation of 4.10. For females, the score range was from five to twenty-one, with 13.76 as the mean and 3.60 as the standard deviation. Standard errors of .69 and .41 for males and females respectively were quite low. The female score distribution was skewed slightly more than that for males; both were negatively skewed. Both distributions were platykurtic, the male distribution slightly more so than the female.

Table 1
Normative Data for the Drake Resident
Assistant Evaluation Form

Statistic	Male	Female
Mean	14.26	13.76
Standard Deviation	4.10	3.60
Standard Error	.69	.41
Variance	16.79	12.94
Median	14.60	13.96
Skewness	-.04	-.32
Kurtosis	-.76	-.54
Minimum	6.00	5.00
Maximum	22.00	21.00
N of Study	7	8
N of Response	35	78

Table 2 shows a comparison of DRAEF items and total instrument scores between male and female distributions. Statistically significant differences occurred for only three items, and there was no significant difference for the total instrument.

Table 2

A Comparison of Male and Female Normative
Sample Item Scores on the Drake Resident
Assistant Evaluation Form (DRAEF)

<u>DRAEF</u> Item No.	t Value	<u>DRAEF</u> Item No.	t Value
1	.50	9	2.34 ^a
2	-.09	10	-2.02 ^a
3	.67	11	.05
4	-2.84 ^a	12	1.64
5	.66	13	1.04
6	-1.17	14	1.64
		total instrument	.66

^a Mean difference significant at the .05 level

Table 3 shows Spearman correlation coefficients which resulted when male and female scores were intercorrelated. Coefficients were generally low, and almost entirely positive, in male and female distributions, with a fairly low number of them reaching statistical significance. The

Table 3
Intercorrelations Among DRAEF Items

Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1		.24 ^a	.07	.10	.17	.15	.11	.15	.16	.18	-.02	.22 ^a	.06	.10
2	.15		.18	.20 ^a	.32 ^a	.21 ^a	.12	.16	.19 ^a	.18	-.02	.24 ^a	.31 ^a	-.12
3	.07	.38 ^a		.08	-.17	.16	.01	.03	-.00	.08	-.12	.17	.01	-.07
4	-.30 ^a	.02	-.02		.24 ^a	.24 ^a	.22 ^a	.26 ^a	.17	.18	-.23 ^a	.23 ^a	.16	-.06
5	.35 ^a	.16	.06	-.21		.07	.21 ^a	.09	.35 ^a	.18	.01	.17	.14	.21 ^a
6	.12	.21	.17	.02	-.24		.16	.37 ^a	.20 ^a	.15	.00	.11	.38 ^a	.11
7	.11	.35 ^a	.11	.20	.02	.19		.40 ^a	.29 ^a	.18	.01	.17	.15	-.01
8	.25	.35 ^a	.02	.08	.38 ^a	.13	.37 ^a		.28 ^a	.23 ^a	.20 ^a	.33 ^a	.21 ^a	.18
9	.37 ^a	.13	-.04	.01	.23	-.04	.10	.12		.14	-.01	.19 ^a	.00	.07
10	.33 ^a	.32 ^a	.12	.14	-.07	.38 ^a	.20	.40 ^a	.02		-.30 ^a	.22 ^a	.12	.10
11	.07	.03	.08	-.21	.07	.28	-.02	-.05	.10	.06		-.12	.23 ^a	.14
12	.49 ^a	.23	.07	-.07	.34 ^a	.16	.24	.46 ^a	.25	.25	.20		.05	.22 ^a
13	.44 ^a	.22	.08	.16	.18	.27	.06	.33 ^a	.14	.29 ^a	.15	.36 ^a		.14
14	.31 ^a	.15	.31 ^a	-.07	.22	.01	.29 ^a	.12	.22	.28	.06	.00	.18	

^a Spearman correlation significant at .05 level. Note: Coefficients for males are in lower diagonal; females in upper diagonal.

DRAEF thus appeared to be relatively heterogeneous internally, while suggesting the ability to measure a single criterion.

Reliability and Validity

Table 4 shows Spearman correlation coefficients between odd and even DRAEF items, and between the whole instrument and the Alsobrook scale. In addition, the estimated reliability of the DRAEF, when applied to male and female RA populations, is represented by two coefficients. At $+0.77$ for males, and $+0.72$ for females, the reliability coefficients for the DRAEF seemed quite strong, a necessary and sufficient condition for an instrument of this type if valid results were to be obtained.

Table 4
Reliability and Validity Statistics
for the DRAEF

Statistic	Male	Female
Spearman Correlation Coefficient Between Odd and Even <u>DRAEF</u> Items	$.62^a$	$.56^a$
Reliability Coefficient, Using Spearman-Brown Formula	$.77$	$.72$
Spearman Correlation Coefficient Between the <u>DRAEF</u> and the Alsobrook Scale	$.80^a$	$.60^a$

^a Correlation significant at the .05 level.

Of particular interest in terms of construct validity were the correlations between the Alsobrook scale and the DRAEF. For males, at $+0.80$ the relationship was strong, which suggested that the qualities of an effective male RA closely resembled "health-engendering" peers. The $+0.60$ coefficient for females, while less impressive, was moderately high and statistically significant. These findings implied that the ability to engender positive mental health in others is a significant component of RA effectiveness, and may be the dominant component of male RA effectiveness. In any case, the strong correlations between the DRAEF and the Alsobrook scale provided strong evidence of construct validity for the DRAEF, in that both tend to measure levels of interpersonal skills that are pertinent to the RA role.

Conclusion

Owing to its local development, its strong reliability estimates, and to its close relationship to the Alsobrook scale, which claims to measure "health-engendering" behaviors that resemble RA behaviors, the DRAEF appeared to be suitable for use as a valid measure of RA effectiveness, and was therefore used in the major study. Appendix L contains the DRAEF and its scoring key.

CHAPTER FOUR

Research Design and Methodology

General Design

To determine what personality characteristics, if any, could predict the performance effectiveness of resident assistants, the Personality Research Form, Form AA (PRF-AA) was administered to eight male and eleven female volunteers who were selected for RA positions at Drake University in Spring 1981. Data from the twenty-two PRF-AA scales, ratings from recommendations and interviews, and selected personal information were correlated with performance evaluation scores that were obtained from peers in November 1981. The criterion measure of RA performance effectiveness employed was the Drake Resident Assistant Evaluation Form, the development of which was described in Chapter Three. Owing to small sample sizes, all data were analyzed using non-parametric statistical tests. The results obtained from several analyses were used to test the hypotheses and to answer selected questions offered in Chapter One.

Permission to conduct this study was obtained from the Director of Student Living Environments at Drake University. In order to preserve the confidentiality of data, all information was recorded and stored under the last

four digits of the volunteers' social security numbers. Volunteers' rights were outlined in a "Statement of Informed Consent," which was to be read and signed by each person in the study. The consent form is reproduced in Appendix M.

Population and Sample

The population for this study consisted of all resident assistants employed at Drake University, a private, non-sectarian institution located in the midwestern United States, from which over two-thirds of its student body of 5,000 is drawn.

The sample consisted of nine male and eleven female volunteers who were selected for RA positions in Spring 1981. Subject mortality reduced the number of males in the sample to eight. The volunteers in the sample represented 34.8 percent and 47.8 percent, respectively, of all male and female RA's employed at Drake during the 1981-82 academic year.

Data and Instrumentation

Data for this study were obtained from the Personality Research Form, Form AA, the Drake Resident Assistant Evaluation Form, RA interview evaluation forms, recommendation letters, and university records. All data were entered via terminal into the Drake University VAX 11/780 computer,

located at the Dial Center for Computer Services, and analyzed with selected SPSS computer subprograms.

Personality Research Form
Form AA (PRF-AA)

The Personality Research Form, Form AA was used to measure personality characteristics of the RA's in the sample. The PRF-AA was developed in 1965 by Douglas N. Jackson, who borrowed and refined the theoretical descriptions of personality assembled by Henry A. Murray in his 1938 study, Explorations in Personality.¹ Jackson developed the PRF-AA as a measure of normal "personality characteristics judged to be the most important or most relevant to a wide variety of areas of human functioning."² The instrument contains 440 items arranged in twenty-two bi-polar scales of twenty items each. Two "validity" scales were constructed to detect atypical test-taking attitudes and styles which may threaten the validity of obtained scores.³

After constructing provisional scales from an original 3,000-item pool and administering them to over 1,000 American college students, Jackson used a computer to

¹ Henry A. Murray, Explorations in Personality (Cambridge, Mass.: Harvard University Press, 1938).

² Jackson, p. 4.

³ Ibid., pp. 11-13.

select items for each scale of the PRF-AA. A high biserial correlation between an item and the total score of its provisionally assigned scale, a low correlation between the item and the total scores on each of the other trait scales and on the Desirability scale, and endorsement of the item within a specified range (from .05 to .95) ensured its selection and assignment (again by computer) to one of two parallel forms of the test. Jackson used these statistical parameters in an effort to obtain relatively homogeneous scales, a heterogeneous total instrument, and a method to detect response bias.¹

College student norms for the PRF-AA were established by administering the instrument to over 1,000 male and over 1,000 female students who were represented in separate samples selected from over thirty diverse North American colleges and universities. Raw scores on each scale are expressed as normalized "T" scores.²

Reported in the Personality Research Form Manual are PRF-AA test-retest reliability coefficients ranging from +.69 to +.90; odd-even reliability coefficients ranging from +.48 to +.86; and Kuder-Richardson #20 reliability coefficients ranging from +.54 to +.85 in one sample

¹ Ibid., pp. 14-19.

² Jackson, p. 8.

(N=202), and from +.62 to +.86 (N=71) in another.¹ As a group, the trait scales of Abasement, Change, Cognitive Structure, Defence, Sentience, and Succorance proved to be somewhat less reliable than the remaining fourteen scales, the reliability coefficients of which clustered around +.80.² In general, reliability coefficients for the PRF-AA seemed quite encouraging.

The Manual presents evidence both of convergent and of discriminant validity. Jackson and Guthrie subjected the data from 202 Pennsylvania State University students to a "multimethod factor analysis," in which each of the twenty traits was measured by three methods (self-ratings, peer ratings, and the PRF trait ratings) in a 60 x 60 intercorrelation matrix.³ It was found that "with almost exceptionless regularity" the twenty trait scales of the PRF-AA were loaded on eighteen factors whose definitions corresponded closely with the criteria used to construct the original trait scales. Bearing in mind that "there may be shortcomings in this method of factor analysis,"⁴

¹ Ibid., p. 22.

² Ibid.

³ Ibid., p. 25.

⁴ Jerry S. Wiggins, "Personality Research Form," Personality Tests and Reviews, ed. Oscar K. Buros (Highland Park, N. J.: The Gryphon Press, 1970), p. 520.

it may yet be "possible to treat each PRF scale as distinct, and to have confidence that each is providing a unique contribution to assessment."¹

The PRF-AA trait scale intercorrelations with the CPI, used extensively in recent years to evaluate and predict RA performance, are also presented in the PRF Manual.² In six studies featuring RA selection or evaluation, fourteen CPI scales were found to be useful, with four of the fourteen reaching significance in more than one study.³ Correlations between the PRF-AA scales and these fourteen CPI scales tended to be moderate, but some PRF scales correlated above +.70 with the four "more significant" CPI scales.⁴ Substantiating further the convergent validity of the PRF-AA was the +.78 correlation between the Dominance scales of the two tests.⁵ No correlations between the PRF-AA scales and those of the Edwards Personal Preference Schedule (EPPS) are

¹ Jackson, p. 25.

² Ibid., p. 28.

³ Anthony, p. 5613-A; Ball, p. 5613-A; Dorin, p. 1906-A; Haldane, p. 3870-A; Barnes, p. 5485-A; Hall and Creed, pp. 10-13.

⁴ Jackson, p. 28.

⁵ Ibid.

offered in the PRF Manual, although twelve scales in both inventories overlap.¹ In one study which compared a group of "effective" RA's with a group of "less effective" RA's, Wotruba discovered significant differences between the groups on seven EPPS scales which had corresponding scales in the PRF-AA.² Based on the relationships between the scales of the PRF-AA and those of both the CPI and the EPPS, which have proven somewhat useful in predicting RA effectiveness, it seemed reasonable to assume that the PRF-AA could do likewise.

In the field of college student personnel, the Personality Research Form has been used in a variety of recent studies reported by Buros.³ Three studies used the PRF to identify personality traits of freshman college students,⁴ while two studies evaluated those of first-year

¹ Anastasi, p. 513.

² Wotruba, p. 109.

³ Oscar K. Buros, ed., Personality Tests and Reviews (Highland Park, N.J.: The Gryphon Press, 1970), pp. 117-18; Oscar K. Buros, ed., Personality Tests and Reviews II (Highland Park, N.J.: The Gryphon Press, 1975), pp. 513-14; Oscar K. Buros, ed., The Eighth Mental Measurements Yearbook, 1 (Highland Park, N.J.: The Gryphon Press, 1978), 1004-7.

⁴ Allen A. Adinolfi, "Characteristics of Highly Accepted, Highly Rejected, and Relatively Unknown University Freshmen," Journal of Counseling Psychology, 17

medical students.¹ Related thematically to the preceding studies are two which investigated college student attrition.² Two doctoral dissertations used the PRF to clarify the attitudes held by undergraduates toward women,³ one investigated the potential usefulness of the PRF in measuring vocational interests among community college students,⁴ and one used the instrument to investigate "Sex Differences

(Sept. 1970), 456-64; Vera K. Corfield and Donald G. Ogston, "Personality Correlates of Academic Stability Among University Freshmen," Canadian Psychologist, 14 (July 1973), 281-89; Gerald D. Williams, "The Clark-Trow Viewpoints: Associated Personality Traits and Change During the Freshman Year," Journal of College Student Personnel, 13 (July 1972), 341-46.

¹ J. Parlow and A. I. Rothman, "Personality Traits of First-Year Medical Students: Trends Over a Six-Year Period 1967-1972," British Journal of Medical Education, 8 (March 1974), 8-12; Arthur I. Rothman and John F. Flowers, "Personality Correlates of First-Year Medical School Achievement," British Journal of Medical Education, 45 (Nov. 1970), 901-5.

² Madan G. Capoor, "A Study to Determine the Degree to Which Murray's Personality Traits Discriminate Between Drop-outs and Persisters in a Two-Year College," Dissertation Abstracts International, 35 (May 1975), 7076-A (New York University); Gail R. Maudal, James N. Butcher, and Paul A. Mauger, "A Multivariate Study of Personality and Academic Factors in College Attrition," Journal of Counseling Psychology, 21 (Nov. 1974), 560-67.

³ Joan R. Hardin, "Psychological Sex Role, Patterns of Need Achievement and Need Affiliation, and Attitudes Toward Women in Undergraduates," Dissertation Abstracts International, 36 (June 1976), 6355B-6356-B (University of Pennsylvania); Lillian C. Butler, "Some Correlates of Attitudes Toward Women Among Undergraduate Males," Dissertation Abstracts International, 37 (Apr. 1977), 5344B-5345B (University of Florida).

⁴ Robert H. Schussel, "The Use of Factor Analysis and

in Factors Related to Achievement in College Students."¹ Finally, two studies used the PRF to examine college students in residence hall settings, one investigating roommate satisfaction,² the other assessing "The Impact of Residence Hall Environments Upon Student Attitudes."³ Though fewer than twenty studies in the field of college student personnel have used the PRF, none has used it to predict RA effectiveness. This study therefore fills a void in the literature by adding an "extremely promising assessment device" to the instruments which have been used for selecting resident assistants.⁴

The highly refined psychometric properties of the

Other Multivariate Techniques to Improve the Measurements of Vocational Interests Among Community College Students and to Develop an Empirically Derived Personality Inventory Constructed from Vocational Interest Items," Dissertation Abstracts International, 36 (Dec. 1975), 3013B-3014B (Temple University).

¹ Rebecca S. W. Morgan, "Sex Differences in Factors Related to Achievement in College Students," Dissertation Abstracts International, 37 (Dec. 1976), 3050B (University of Minnesota).

² Robert A. Pierce, "Roommate Satisfaction as a Function of Need Similarity," Journal of College Student Personnel, 11 (Sept. 1970), 355-59.

³ James R. Montgomery and others, "The Impact of Different Residence Hall Environments Upon Student Attitudes," Journal of College Student Personnel, 16 (Sept. 1975), 389-94.

⁴ E. Lowell Kelly, "Personality Research Form," Personality Tests and Reviews II, ed. Oscar K. Buros (Highland Park, N.J.: The Gryphon Press, 1975), p. 518.

PRF-AA which led one reviewer to conclude that it was "among the most methodologically sophisticated personality inventories presently available" suggested its use in this study.¹ According to the PRF Manual, the instrument is based on personality theory which had been refined over several decades; the bi-polar construction of its scales better defines the personality dimensions Murray had theorized; careful computer-assisted selection of items, plus the inclusion of a Desirability scale tends to control for biased responses; standardization samples were composed of American college students, upon whom norms were constructed; reliability coefficients, computed in several ways, are all encouragingly high; evidence both of convergent and discriminant validity is presented; and the relationships between the PRF-AA and both the CPI and the EPPS, which have been used in studying RA effectiveness, are quite strong.²

Drake Resident Assistant
Evaluation Form (DRAEF)

The Drake Resident Assistant Evaluation Form (DRAEF) was constructed at Drake University for use as a criterion measure of RA effectiveness. Chapter Three described its

¹ Ibid.

² Jackson, pp. 4-29.

construction and statistical properties, including procedures employed to obtain reliability and validity estimates. In summary, reliability estimates for the DRAEF, obtained through split-half analysis and a Spearman-Brown correction formula, were $+ .77$ for males and $+ .72$ for females. A degree of construct validity for the DRAEF was established by correlating it with another instrument that was designed to measure behaviors of college students who engendered positive mental health in others. Correlation coefficients obtained were satisfactory at $+ .80$ for males and $+ .60$ for females. Based on its local construction and satisfactory estimates of reliability and validity, the DRAEF was employed as the criterion measure of RA effectiveness in this study. The DRAEF is reproduced in Appendix L.

Data Collection

PRF-AA Subscale Scores

Each applicant for a RA position at Drake University in Spring 1981 obtained a packet of materials from the Office of Residential Life. Contained in it was general information about the RA position, job recommendation forms, an application blank, and a letter describing this study and urging the applicant to volunteer to participate in it. The letter, which is reproduced in Appendix N, pointed out that RA selection would not be based on

participation in the study, but that completing the PRF-AA was one means by which RA selection procedures might be improved in the future.

RA applicants who attended an information meeting in February 1981 listened as the researcher outlined the purpose and procedures of the study, then called for volunteers. Emphasized strongly at this meeting was the potential importance of the study to Drake and other institutions, as well as measures taken to preserve the confidentiality of the volunteers and all data to be collected. Forty-eight applicants volunteered and were given packets of test materials prepared in advance.

Contained in each packet was a cover letter with instructions, a copy of the PRF-AA, an answer sheet, and two copies of a "Statement of Informed Consent." Volunteers were instructed to sign the consent statement, then block out one hour of undisturbed time to take the PRF-AA.¹ (The cover letter is reproduced in Appendix O.) Each participant was to return the PRF-AA, the answer sheet, and one copy of the consent statement to the director of his or her hall, who would then forward the sealed response to the researcher at the Office of Residential Life. Phone calls

¹ According to the test manual, the PRF-AA may be administered in this manner without endangering the validity of the responses obtained. See Jackson, p. 5.

were made to volunteers who had not returned their packets within one week of receiving them. All packets were returned within ten days.

When selections of new RA's were made in late March 1981, the names of the successful volunteers were obtained from the Office of Residential Life, and their PRF-AA answer sheets were hand scored using a template provided by test manufacturers. The remaining sheets were stored until Fall 1981 in case of late hirings. Scores on the twenty-two PRF-AA subscales were entered into the computer for each successful applicant.

Job Reference Rating

One week after RA selections were announced, job reference forms for each successful applicant were obtained from the Office of Residential Life. The reference form was comprised of ten items derived from RA selection criteria. The letter "A" on the scoring key represented a very unfavorable rating; "B" a moderately unfavorable rating; "C" a moderately favorable rating; "D" a very favorable rating; and "E" a neutral rating, or "no rating." The RA job reference form is reproduced in Appendix C. The researcher made the assumption that distances between the letters with valence were equal, and assigned logical numerical values to each letter. Thus, "A" was assigned a -2 value; "B" became -1; "C" became +1; "D" became +2; and

"E" became zero. A composite reference score for each applicant was obtained simply by summing the item scores on each reference form, then adding together the three sums. This global rating was entered into the computer.

Interview Item Scores

Rating forms used in RA candidate interviews were obtained for each successful applicant. A mean score was obtained for each interview item, and was entered into the computer. Because the interview items were derived from RA selection criteria, they were thought to be of more value in this study when considered individually instead of in combination. Therefore, no composite rating form score was computed.

Age and Grade Point Average

The age and cumulative grade point average of each successful RA applicant as of the Fall 1980 semester were obtained from the Registrar's Office one week after selections were announced, and were entered into the computer. Age was rounded to the nearest half year.

Sex

The sex of each successful applicant was determined from the RA application form, then coded and entered into the computer.

Job Performance Evaluation Score

Job performance evaluation scores were obtained in early November 1981, using the Drake Resident Assistant Evaluation Form (DRAEF). In late October, the researcher wrote to each RA in the study to reestablish contact and explain the desired evaluation procedures. The letter is reproduced in Appendix P. The RA's were instructed to hold unit meetings of their residents in order to conduct the evaluation, and were urged to seek out individuals who did not attend so that they could complete DRAEF's. Completed evaluation forms were to be sealed and transferred to hall directors, who in turn were to give them to the researcher. Fifty forms were provided for each RA.

By November 15 all RA's had turned in completed evaluations. Response rates in general were excellent, with most falling into the 70-80 percent interval; the range was from 36.7 percent to 93.9 percent. All valid DRAEF's were hand scored, and a mean effectiveness score was hand computed for each RA and entered into the computer.

Data Analysis

The problem of the study was to determine the relationships between selected personality characteristics and other predictor variables, and resident assistant effectiveness. The independent variables thus were personality needs measured by the PRF-AA; job references; interview evaluations; age; and grade point average. The dependent variable was resident assistant effectiveness, represented by peer evaluation scores on the DRAEF. Selected non-parametric statistical tests, available under SPSS computer subprograms, were employed to disclose the relationships between predictors and the criterion variable. Data obtained from males in the sample were analyzed separately from those obtained from females, so as to remove possible effects produced by sex differences in the results obtained.

Two general types of analyses were performed. First, means and standard deviations for male and female score distributions on all variables were computed separately, then compared using the Mann-Whitney U test.¹ This procedure identified areas of significant difference between the distributions, and allowed visual comparisons to be

¹ Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Co., 1956), pp. 116-27.

made between the mean PRF-AA scores of the Drake sample and those obtained by national student samples.

Second, the bivariate score distribution of each independent variable with the dependent variable was calculated using the Spearman Rank-Order Correlation method. The results were used to test the null hypotheses offered in Chapter One, which are repeated here.

Hypothesis One: There is no relationship between resident assistant effectiveness and any personality need measured by the Personality Research Form, Form AA.

Hypothesis Two: There is no relationship between resident assistant effectiveness and any criterion used in selecting resident assistants at Drake University.

Hypothesis Three: There is no relationship between resident assistant effectiveness and the age of the RA at the time he or she applied for the RA position.

Hypothesis Four: There is no relationship between resident assistant effectiveness and the grade point average of the RA at the time he or she applied for the RA position.

Hypothesis Five: There is no relationship between resident assistant effectiveness and job references for the RA position.

CHAPTER FIVE

Results

In November 1981, peers of the RA's at Drake University who participated in this study evaluated their RA's using the Drake Resident Assistant Evaluation Form. The DRAEF scores were correlated with scores on predictor variables obtained in Spring 1981 during the RA selection process. The purpose was to determine which predictors, if any, were associated at a statistically significant level with effective RA job performance.

Analysis of the RA Sample

Table 5 shows mean scores for hired male and female RA applicants on Personality Research Form, Form AA subscales, and the results of mean comparisons made using the Mann-Whitney U test. Defence was the only subscale upon which males obtained a mean score that was significantly different (in this case higher, $p < .05$) from that of females.

Table 6 offers visual comparisons of mean PRF-AA scores of the students in this study, with mean scores of the PRF-AA norm group. Although no mean comparisons could be made statistically, it appears that the groups were reasonably close on most subscales. This suggests that the hired RA applicants at Drake did not differ greatly, if at

Table 5

Means, Standard Deviations, and Results of Mann-Whitney U Tests of
Significance Between Means of PRF-AA Subscale Scores
for Hired Male and Female RA Applicants

PRF-AA Subscale	Male (N=9)		Female (N=11)		U
	Mean	S.D.	Mean	S.D.	
Abasement	7.11	3.41	7.91	3.45	41.5
Achievement	14.78	3.30	15.00	2.53	40.0
Affiliation	17.22	1.72	18.27	2.53	25.5
Aggression	6.89	3.82	5.46	3.91	30.0
Autonomy	7.22	2.54	6.64	1.75	30.5
Change	10.11	3.10	11.36	1.91	33.0
Cognitive Structure	10.44	2.60	12.82	2.48	23.0
Defendence	8.67	2.83	5.64	1.69	18.0 ^a
Dominance	14.11	4.04	13.91	3.27	38.5
Endurance	13.56	4.16	14.18	2.96	42.0
Exhibition	11.11	4.14	12.91	4.13	31.0

Table 5 (continued)

<u>PRF-AA</u> Subscale	Male (N=9)		Female (N=11)		U
	Mean	S.D.	Mean	S.D.	
Harmavoidance	8.22	4.35	8.18	5.00	43.0
Impulsivity	10.22	2.82	9.64	3.32	38.5
Nurturance	16.44	1.94	17.54	2.07	31.5
Order	11.67	3.54	13.36	3.30	34.5
Play	13.00	3.20	13.00	2.10	38.0
Sentience	15.56	3.13	17.64	2.58	29.0
Social Recognition	9.67	4.03	11.64	2.46	26.5
Succorance	8.89	2.98	11.09	2.62	21.0
Understanding	11.78	2.44	12.73	3.04	29.5
Infrequency	0.67	1.12	0.18	0.40	33.5
Desirability	17.44	0.92	19.10	3.88	38.0

^a Mann-Whitney U significant at the .05 level.

Table 6

Means and Standard Deviations on PRF-AA Subscale Scores for Hired RA Applicants and PRF-AA Normative Samples

PRF-AA Subscale (1)	Drake Applicant Sample			PRF-AA Normative Samples		
	Male (N=9)		Female (N=11)	Male (N=1029)		Female (N=1002)
	Mean	S.D.	Mean S.D.	Mean S.D.	Mean S.D.	Mean S.D.
	(2)		(3)	(4)		(5)
Abasement	7.11	3.41	7.91 3.45	6.22	2.92	7.27 3.07
Achievement	14.78	3.30	15.00 2.53	12.58	3.73	12.29 3.41
Affiliation	17.22	1.72	18.27 2.53	14.98	3.28	16.15 3.18
Aggression	6.89	3.82	5.46 3.91	7.93	3.78	5.86 3.23
Autonomy	7.22	2.54	6.64 1.75	8.62	3.12	7.08 3.43
Change	10.11	3.10	11.36 1.91	11.74	3.20	12.31 3.18
Cognitive Structure	10.44	2.60	12.82 2.48	10.90	3.69	10.65 3.71
Defendence	8.67	2.83	5.64 1.69	8.76	3.32	7.30 3.05
Dominance	14.11	4.04	13.91 3.27	11.07	4.48	8.68 4.28
Endurance	13.56	4.16	14.18 2.96	10.67	3.82	10.11 3.70
Exhibition	11.11	4.14	12.91 4.13	10.83	3.87	9.74 3.92

Table 6 (Continued)

PRF-AA Subscale (1)	Drake Applicant Sample		PRF-AA Normative Samples			
	Male (N=9)		Female (N=11)		Male (N=1029)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
	(2)		(3)		(4)	
						(5)
Harmavoidance	8.22	4.35	8.18	5.00	7.46	4.05
Impulsivity	10.22	2.82	9.64	3.32	9.78	3.49
Nurturance	16.44	1.94	17.54	2.07	12.68	3.37
Order	11.67	3.54	13.36	3.30	10.81	4.33
Play	13.00	3.20	13.00	2.10	12.13	3.42
Sentience	15.56	3.13	17.64	2.58	15.24	2.87
Social Recognition	9.67	4.03	11.64	2.46	11.90	3.96
Succorance	8.89	2.98	11.09	2.62	7.88	3.50
Understanding	11.78	2.44	12.73	3.04	12.46	3.33
Infrequency	0.67	1.12	0.18	0.40	0.69	1.09
Desirability	17.44	0.92	19.10	3.88	15.45	2.85

Source: Columns 4 and 5. Jackson, p. 29.

all, from most American college students in terms of the expressed "normal" personality needs that were measured.

Table 7 shows mean ratings, with Mann-Whitney U test comparisons, obtained by hired male and female RA applicants on items in the Drake RA interview form. (The items were derived from Drake RA selection criteria, which are reproduced in Appendix A.) Females were rated significantly higher ($p < .05$) than males on the item "Cooperative," but no significant mean differences for other items were obtained. Mean ratings for males and females combined ranged from 3.00 to 4.48, with fourteen of twenty-two ratings for males falling below 4.00, and eighteen of twenty-two ratings for females falling above 4.00.

Mean scores and comparisons between means for hired male and female RA applicants on job reference ratings, ages, GPA's, and RA evaluation scores are shown in Table 8. No statistically significant ($p < .05$) mean differences were obtained for any of these variables.

In summary, it may be concluded reasonably that the Drake RA applicants represented in this sample expressed "normal" personality needs to a degree very similar to those of most college students in the United States. In addition, since the mean scores of males and females differed significantly ($p < .05$) on only two of the forty-seven predictors, and did not differ significantly on the

Table 7

Means, Standard Deviations, and Results of Mann-Whitney U Tests of
Significance Between Means of Interview Item Scores for
Hired Male and Female RA Applicants

Item	Male (N=9)		Female (N=11)		U
	Mean	S.D.	Mean	S.D.	
Helping Skills	3.79	.59	4.32	.34	22.5
Consistent	3.88	.49	4.04	.72	33.5
Self-Knowledge	3.92	.41	4.32	.46	24.5
Flexibility	3.38	.62	3.58	1.32	33.0
Assertive	3.62	.62	3.91	.70	29.5
Cooperative	3.96	.39	4.48	.45	10.5 ^a
Tact	3.06	1.51	4.00	.79	22.0
Leadership	3.88	.70	4.14	.60	34.0
Communication	4.23	.53	4.14	.84	43.0
Listening	3.96	.59	4.18	.56	35.5
Ambitious	4.21	.52	4.29	.53	39.0

Table 7 (continued)

Item	Male (N=9)		Female (N=11)		U
	Mean	S.D.	Mean	S.D.	
Spontaneous	3.96	.59	4.24	.51	37.0
Discretion	3.00	1.80	4.00	.52	26.5
Community Minded	4.19	.44	4.24	.58	44.0
Genuineness	4.27	.38	4.61	.55	29.5
Conscientious	4.16	.26	4.34	.50	33.0
Caring	4.02	.44	4.34	.35	29.0
Intelligent	4.22	.51	4.27	.56	37.5
Optimistic	4.13	.54	4.36	.56	36.5
Open	3.99	.45	4.41	.54	25.0
Respectability	3.86	.45	4.10	.44	30.5
Realistic	3.61	.82	3.88	.54	39.0

^a Mann-Whitney U significant at the .05 level.

Table 8

Means, Standard Deviations, and Results of Mann-Whitney U Tests of
Significance Between Means of Job Reference Ratings, Ages,
Grade Point Averages, and RA Evaluation Scores for
Hired Male and Female RA Applicants

Variable	Male (N=9)		Female (N=11)		U
	Mean	S.D.	Mean	S.D.	
Job Reference Rating	15.78	2.95	16.91	2.66	34.5
Age	20.06	0.98	19.96	0.85	39.5
Grade Point Average	3.09	0.58	3.12	0.36	35.0
<u>DRAEF</u> Score (Male N=8)	13.14	1.04	13.34	1.92	35.5

^a Mann-Whitney U significant at the .05 level.

evaluation scores, it may be concluded that the RA selection process at Drake produced a fairly homogeneous RA group.

Correlates of RA Effectiveness

Correlation coefficients, computed between predictors and evaluation scores, were used to test the research hypotheses of this study. For each correlation coefficient obtained, a coefficient of determination (r_s^2) is listed. The latter reflects the proportion of total variance in DRAEF scores that was accounted for by variance in the predictor scores, and was therefore considered a useful means by which correlation coefficients could be interpreted.

Hypothesis One states: "There is no relationship between RA effectiveness and any personality need measured by the Personality Research Form, Form AA." The findings concerning these needs and their relationship to RA effectiveness are shown in Table 9 (for males) and Table 10 (for females).

For males, only Exhibition bore a statistically significant relationship to RA effectiveness ($r_s=.71$, $p<.05$). Fifty percent of the variance in male DRAEF scores was accounted for by the variance in the scores on the Exhibition subscale. Of the remaining coefficients, only three reached a magnitude of .50 or greater, and none was

Table 9

Rank-Order Correlations Between PRF-AA Subscale
Scores and RA Effectiveness Scores for Males
(N=8), with Coefficients of Determination

<u>PRF-AA</u> Subscale	r_s	Coefficient of Determination
Abasement	.25	.06
Achievement	.10	.01
Affiliation	-.21	.04
Aggression	.13	.02
Autonomy	-.62	.38
Change	.67	.45
Cognitive Structure	.12	.01
Defendence	.48	.23
Dominance	.09	.01
Endurance	-.15	.02
Exhibition	.71 ^a	.50
Harmavoidance	-.20	.04
Impulsivity	.64	.41
Nurturance	.18	.03
Order	-.03	.00
Play	.07	.00
Sentience	.49	.24
Social Recognition	.08	.01
Succorance	.33	.12
Understanding	.02	.00
Infrequency	.40	.16
Desirability	.24	.06

^a Correlation significant at the .05 level.

Table 10

Rank-Order Correlations Between PRF-AA Subscale
Scores and RA Effectiveness Scores for Females
(N=11), with Coefficients of Determination

PRF-AA Subscale	r_s	Coefficient of Determination
Abasement	-.04	.00
Achievement	-.08	.01
Affiliation	-.68 ^a	.46
Aggression	.08	.01
Autonomy	.44	.19
Change	-.56	.31
Cognitive Structure	.42	.18
Defendence	.21	.04
Dominance	.19	.04
Endurance	.11	.01
Exhibition	-.16	.03
Harmavoidance	.26	.07
Impulsivity	-.37	.14
Nurturance	-.65 ^a	.42
Order	.04	.00
Play	-.52	.27
Sentience	-.10	.01
Social Recognition	-.54	.29
Succorance	-.44	.19
Understanding	-.17	.03
Infrequency	.45	.20
Desirability	-.25	.06

^a Correlation significant at the .05 level.

statistically significant. Hypothesis One, when applied to males in the sample, was therefore retained for all PRF-AA needs measured except Exhibition.

For females, the subscales Affiliation and Nurturance produced statistically significant correlations with RA effectiveness ($r_s = -.68$ and $r_s = -.65$, $p < .05$). Forty-six percent of the variance in female DRAEF scores was accounted for by the variance in scores on the Affiliation subscale; forty-two percent was accounted for by the variance in scores on the Nurturance subscale. Of the remaining coefficients, only three correlated with the criterion variable at a magnitude of .50 or greater, and none was statistically significant. Hypothesis One, applied to females in the sample, was therefore retained for all PRF-AA needs measured except Affiliation and Nurturance.

Hypothesis Two states: "There is no relationship between RA effectiveness and any criterion used in selecting RA's at Drake University." The findings concerning these criteria and their relationships to RA effectiveness are shown in Table 11 (for males) and Table 12 (for females). "Interview Item Scores" in these tables represent interview evaluations of RA candidates based on RA selection criteria.

For males, the item "Assertive" was related significantly to RA effectiveness ($r_s = .71$, $p < .05$), as was the item

Table 11

Rank-Order Correlations Between Interview Item
Scores and RA Effectiveness Scores for Males
(N=8), with Coefficients of Determination

Item	r_s	Coefficient of Determination
Helping Skills	.64	.41
Consistent	.65	.42
Self-Knowledge	.55	.30
Flexibility	.55	.30
Assertive	.71 ^a	.50
Cooperative	.56	.31
Tact	.17	.03
Leadership	.57	.32
Communication	.41	.17
Listening	.02	.00
Ambitious	.51	.26
Spontaneous	-.11	.01
Discretion	.06	.00
Community Minded	.71 ^a	.50
Genuineness	.70	.49
Conscientious	.45	.20
Caring	.62	.38
Intelligent	.07	.00
Optimistic	.70	.49
Open	.51	.26
Respectability	.58	.34
Realistic	.31	.10

^a Correlation significant at the .05 level.

Table 12

Rank-Order Correlations Between Interview Item
Scores and RA Effectiveness Scores for Females
(N=11), with Coefficients of Determination

Item	r_s	Coefficient of Determination
Helping Skills	-.14	.02
Consistent	-.10	.01
Self-Knowledge	-.24	.06
Flexibility	-.36	.13
Assertive	-.08	.01
Cooperative	-.31	.10
Tact	-.18	.03
Leadership	-.37	.14
Communication	-.68 ^a	.46
Listening	-.43	.18
Ambitious	-.44	.19
Spontaneous	-.14	.02
Discretion	-.43	.18
Community Minded	-.35	.12
Genuineness	.01	.00
Conscientious	-.16	.03
Caring	-.44	.19
Intelligent	-.14	.02
Optimistic	.03	.00
Open	-.04	.00
Respectability	-.36	.13
Realistic	-.26	.07

^a Correlation significant at the .05 level.

"Community Minded," at the same magnitude and level of significance. Fifty percent of the variance in male DRAEF scores was accounted for by the variance in ratings obtained on either of these items. Of the remaining coefficients, most were moderate and positive, but none reached statistical significance. Hypothesis One was therefore retained for all selection criteria, except "Assertive" and "Community Minded," when applied to males in the sample.

For females, the item "Communication" was related significantly to RA effectiveness ($r_s = -.68$, $p < .05$). Forty-six percent of the variance in female DRAEF scores was accounted for by the variance in the ratings obtained on "Communication." All other correlation coefficients were low and almost all negative, with none reaching statistical significance. Hypothesis Two, when applied to females in the study, was therefore retained for all selection criteria except "Communication."

Hypotheses Three, Four, and Five state that there are no relationships between RA effectiveness and age, GPA, or job references, respectively. The findings concerning these variables are shown in Table 13 (for males) and Table 14 (for females). For both males and females, no statistically significant relationship was found to exist between any variable and RA effectiveness. The coefficient

Table 13

Rank-Order Correlations Between Male RA Effectiveness Scores and Job Reference Ratings, Ages, and Grade Point Averages, with Coefficients of Determination (N=8)

Variable	r_s	Coefficient of Determination
Job Reference Rating	.05	.00
Age	-.51	.26
Grade Point Average	.18	.03

^a Correlation significant at the .05 level.

Table 14

Rank-Order Correlations Between Female RA Effectiveness Scores and Job Reference Ratings, Ages, and Grade Point Averages, with Coefficients of Determination (N=11)

Variable	r_s	Coefficient of Determination
Job Reference Rating	-.38	.14
Age	-.06	.00
Grade Point Average	.30	.09

^a Correlation significant at the .05 level.

obtained for Age (males) was the strongest, but was not statistically significant at $-.51$. Hypotheses Three, Four, and Five were therefore retained for males and females.

In summary, only three of the forty-seven predictors for males, and three predictors for females, were found to have statistically significant relationships with RA effectiveness.

CHAPTER SIX
Summary, Conclusions, Discussion,
and Recommendations

Summary

The problem of this study was to determine the relationship between selected personality characteristics and other predictor variables, and resident assistant effectiveness. The following questions related to the problem were investigated:

1. Which personality characteristics, if any, are valid predictors of resident assistant effectiveness?
2. Which of the commonly used RA selection criteria, if any, are valid predictors of resident assistant effectiveness?
3. To what extent is the effective resident assistant considered by his or her peers to be one who engenders positive mental health in others: i.e., one who is an effective peer helper?
4. To what extent can the Personality Research Form assist in the selection of resident assistants?

The sample for this study included eight male and eleven female volunteers who were selected for RA positions at Drake University in Spring 1981. Predictor variables included Personality Research Form, Form AA subscales, job

references, selection interview items, age, and GPA, obtained prior to the conclusion of the 1981 RA selection process.

The criterion measure of RA effectiveness used was the Drake Resident Assistant Evaluation Form, a forced-choice instrument developed by the researcher during the Spring 1981 semester at Drake University. The DRAEF was designed to measure "RA effectiveness" from the perspective of an RA's peers living in a residence hall. Peer ratings for the RA's in this study were obtained in November 1981, almost three months after they had been on the job.

Data from the predictor variables and DRAEF scores were entered into the computer for each RA in the sample. Non-parametric statistical tests were employed in a simple correlation design to analyze the data and to test the research hypotheses.

Analyses of the RA sample data suggested that the RA's did not differ greatly from most American college students in their expressed "normal" personality needs, and that male and female RA groups differed significantly ($p < .05$) from each other on only two of the forty-seven predictors, indicating a fairly homogeneous total RA group.

Results of the correlational analyses revealed significant relationships ($p < .05$) between RA effectiveness and three predictors each for males and females. For males,

scores on the PRF-AA Exhibition subscale, and the selection interview ratings on "Assertive" and "Community Minded" each correlated $+ .71$ with DRAEF scores. For females, DRAEF scores correlated $- .68$ with the PRF-AA Affiliation subscale, $- .65$ with the Nurturance subscale, and $- .68$ with selection interview ratings on "Communication." No other predictors correlated significantly with the criterion.

Conclusions

Conclusions that can be drawn from this study, as related to each of the five hypotheses, are summarized as follows:

1. For males, the personality need measured by the PRF-AA Exhibition subscale is a significant predictor of RA effectiveness. For females, the needs measured by the subscales Affiliation and Nurturance were shown to be significant predictors.
2. For males, interview items based on the Drake RA selection criteria "Assertive" and "Community Minded" were shown to be significant predictors of RA effectiveness. For females, the item "Communication" was shown to be a significant predictor.
3. Age, grade point average, and job references were not shown to be significant predictors of RA effectiveness for males or females.

Discussion

For males, the personality characteristics of Exhibition (from the PRF-AA), "Assertive," and "Community Minded" (from the Drake selection criteria) correlated significantly ($p < .05$) with RA effectiveness. Of these descriptors, "Assertive" and "Community Minded" typify effective RA's in numerous other studies of RA selection and evaluation. Drake University defines assertive RA's as those who are "able to express themselves positively and to defend or maintain their beliefs and rights to others." It defines the community minded RA as one who "must understand the dynamics of group living and work toward enhancing the development of the group."¹

What may have eluded researchers in recent years is the finding that an effective male RA may have a fairly high need "to be the center of attention," or to "engage in behavior which wins the notice of others,"² both of which describe high scorers on the PRF-AA Exhibition subscale. Certainly if an RA is seen by his peers as doing his job effectively, his behaviors would be noticed by them to some extent. Perhaps the effective male RA

¹ "Selection Criteria for the Position of Resident Assistant."

² Jackson, p. 6.

reaches his performance level by modeling responsible behaviors consistently for his peers to notice. If this is true, then serving as a behavioral role model for others may be the single most important function of the male resident assistant. The male who possesses a need to act conspicuously before his peers, then, would appear to be a better qualified RA applicant than one who does not. The Personality Research Form, Form AA Exhibition subscale may therefore assist college and university housing administrators to identify these better-qualified applicants.

For females, the personality needs of Affiliation and Nurturance (from the PRF-AA), and the Drake criterion "Communication" correlated significantly ($p < .05$) and inversely with RA effectiveness. These findings contradict what many in college student housing believe is true of an effective RA. The results suggest that effective female RA's do not enjoy "being with friends or people in general," do not "assist others whenever possible,"¹ and are less capable than others of "exchanging thoughts and messages in a clear and effective manner."² Such

¹ Jackson, pp. 6-7.

² "Selection Criteria for the Position of Resident Assistant."

contradictions no doubt are unacceptable to those who maintain, as many do, that the resident assistant is indeed a "helping person." An explanation is in order.

One explanation may be that the DRAEF contained items which did not mean the same to both male and female peer raters. In short, the DRAEF may be a better effectiveness measure for males than for females. What the DRAEF does measure seems to be related to the attributes of college students who are said to engender positive mental health in others, in the manner of a peer helper. This was the conclusion reached in the smaller study described in Chapter Three. The Alsobrook scale correlated $+ .80$ with DRAEF scores for male RA's, and $+ .60$ for female RA's ($p < .05$). Squaring these coefficients produced coefficients of determination, which reflected the proportion of total variance in DRAEF scores accounted for by variance in the Alsobrook scale scores. Thus, 64 percent of the variance in RA effectiveness for males, but only 36 percent for females, were explained by variance in the Alsobrook scale, which purports to measure "health-engendering" attributes. The large difference between the coefficients of determination suggests that the "peer helper" role of the RA may be far more prominent for males than for females. The suggestion offered in Chapter One--that the RA's roles tend to be

unified by their "helping" behaviors--appears to hold true for males only.

A more tantalizing explanation of the unexpected results for female RA's is that the expectations women have of their female RA's are significantly different from what men have of their male RA's. The woman RA who is seen as a private person and not overly involved in the lives of those living around her may be seen as most effective--"Stay out of my private matters, and I'll have greater respect for you." D. David Ostroth, in a recent (1981) survey of RA selection literature, noted that expectations of male and female RA's may differ, and that sex should be considered as an important variable in selection processes.¹ The present study supports his conclusion, and points specifically to differences in expectations of RA behavior held by male and female peers living in residence halls.

That male and female RA's differed significantly on only two of forty-seven predictors, and did not differ significantly on evaluation scores, indicated that, in terms of Drake selection criteria and other predictors, the total RA group was nearly homogenous. Yet, the correlates of RA effectiveness were not at all similar between male

¹ D. David Ostroth, "Techniques for Selecting Residence Hall Staff: A Review of the Literature." Journal of College and University Student Housing, 11 (Summer 1981), 24-29.

and female RA's; therefore, peer expectations of the RA's role would not appear to be similar for male and female residence hall populations.

If it is conceded that basic personality characteristics usually do not change radically over the short term, one can use many of the predictors in this study to describe, as well as predict, male and female RA effectiveness.

The image of the effective female RA, revealed in PRF-AA definitions, is that of a somewhat reserved, self-determined person whose communication skills are not well-developed, and whose needs for social attachment and approval are not great. Her need is to be independent and certain in life. Also present is a need to act deliberately and seriously, while not being overly concerned about what others think about her or her actions. Indeed, she would prefer not to affiliate with others or offer them assistance when needed. Such is the rather somber--and unusual--picture of the effective female RA as judged by her peers.

Presented in vivid contrast is the image of the effective male RA. The PRF-AA sketch shows him to be a person who enjoys being with others and is to some extent dependent upon them, who is relatively open to new experiences, who is somewhat impulsive, and who tends to make others take notice of his behaviors. He is defensive at times,

and dislikes routine. He is aware of the physical and interpersonal environment in which he lives. These generally favorable (and predictable) statements, then, characterize the effective male RA in the opinion of his peers.

The contrast between effective male and female RA's is as evident in the Drake selection criteria as it is in the PRF-AA descriptions. The salient features of the effective woman RA, as described in these criteria, are that she communicates poorly, does not recognize or utilize the elements of community-building and productive group living, and does not particularly care for the welfare of those around her. The effective male RA, in contrast, is certainly assertive and has a sense of community, is seen as a caring person with fairly well-developed helping skills, and is a capable leader who is both flexible and consistent. A final, striking contrast between the male and female images is that all but one of the Drake criteria correlated positively with male RA effectiveness, whereas all but two criteria correlated negatively with female RA effectiveness. One would have expected positive correlations between these criteria and effectiveness for both males and females, inasmuch as the criteria are defined in neutral or positive terms. For female RA's, the results confounded this expectation and suggested instead that women living in residence halls do not define RA

effectiveness primarily in terms found among Drake selection criteria. The search for correlates of female RA effectiveness obviously should continue.

It should be noted, finally, that the insignificant correlations reached by the predictors of age, GPA, and job references tend to support the results of most previous research. Because the samples used in this study were small, and homogeneous in terms of the personality needs and selection criteria used, it is not surprising that coefficients were low. It would be erroneous to assume, however, that these are (or should be) unimportant factors in RA selection. It should be noted, for example, that comparisons between selected and non-selected RA applicants almost always reveal significant differences in GPA and job references. Applicants who have low GPA's and/or unfavorable references are not generally hired for fear that they would not provide positive role models for others, or would be unable to succeed academically while meeting the heavy demands of the RA position. Conversely, those who are hired exhibit fairly high GPA's and favorable references; yet, because credentials in this select group are uniformly high, and group size is very small, it is almost impossible to make meaningful discriminations among group members. The results of this study parallel those of other studies which have found little statistical

variability in the predictors for this group. Nonetheless, the importance of certain of these factors in RA selection cannot be understated.

Recommendations

The following recommendations are made to housing administrators who are concerned with RA selection, training, and evaluation:

1. The researcher recommends strongly that RA selection criteria be constructed separately from, and validated regularly against, evaluation criteria. There appears to be no legitimate reason why RA applicants should be evaluated on the same criteria as employed RA's, yet the practice seems to persist.

2. Age, job references, and GPA, although continuing to show insignificant predictive value, should not be excluded from RA selection criteria.

3. Sex differences should be considered in identifying valid predictors of RA effectiveness. Differences based on sex may occur in standardized test scores, interviews, evaluation instruments, and human judgments.

4. The roles and functions of resident assistants need to be communicated clearly to students living in residence halls. Their understanding no doubt would serve to promote the objectives of the residence hall milieu for colleges and universities.

5. Periodic research is needed to identify components of RA effectiveness from the perspective of the residence hall peer group. This recommendation recognizes that RA effectiveness, like effective leadership, is often contingent on elements in the interpersonal environment which influence the leader and those who are led.

6. Larger sample sizes should be utilized in future research of this type.

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Appendix A

Resident Assistant Selection Criteria
at Drake University, 1981-82

DRAKE UNIVERSITY
Office of Student Residences

SELECTION CRITERIA FOR THE POSITION OF RESIDENT ASSISTANT

I. SKILLS

1. Helping skills - One of the major reasons an R.A. is hired is to be of assistance to students. An R.A. should have the ability to prevent, change or rectify the daily problems encountered by floor residents. For more serious problems, an R.A. should have a working knowledge of campus resources for referral.
2. Consistent - The values, beliefs, actions and personal traits of R.A.'s should reflect a degree of uniformity.
3. Self Knowledge - An R.A. should possess an awareness of his/her own values, beliefs, strengths and weaknesses.
4. Flexibility - An R.A. should be adaptable to various situations in his/her environment. He/She should be both capable of and responsive to change.
5. Assertive - R.A.'s should be able to express themselves positively and to defend or maintain their beliefs and rights to others.
6. Cooperative - By working together with fellow R.A.'s, hall director and students, R.A.'s should seek common goals in development of community within the floor and hall.
7. R.A.s must understand and appreciate the delicacy of situations they may encounter.
8. Leadership - R.A.s are expected to provide guidance and direction for their floor. They should realize they provide a principal role model within their floor and hall.
9. Communication - R.A.s should be able to exchange thoughts and messages in a clear and effective manner.
10. Listening - R.A.s should realize the importance of understanding both verbal and non-verbal communication, applying themselves to hearing the "real" messages.
11. Ambitious - R.A.s should have a strong desire to achieve and succeed.
12. Spontaneous - R.A.s should have the ability to react in a natural, unrestricted manner.
13. Discretion - R.A.s should exhibit potential and ability to use good judgement in job related situations.
14. Community Minded - R.A.s must understand the dynamics of group living and work toward enhancing the development of the group.

PERSONAL QUALITIES/TRAITS

1. Genuineness - An R.A.s relationships and interactions with others should reflect sincerity.
2. Conscientious - An R.A. must be honest, thorough and tactful in regard to his/her conduct and duties.
3. Caring - R.A.s should show concern and understanding for others.
4. Intelligent - All R.A.s should have the ability to analyze and develop constructive solutions to situations they encounter.
5. Optimistic - An R.A. should exhibit hopeful and positive thoughts and behavior.
6. Open - R.A.s should be capable of receiving new ideas and putting aside personal biases.
7. Respectability - The conduct used by R.A.s in interactions with others should be proper and of good quality.
8. Realistic - R.A.s should be pragmatic in their expectations of themselves and others.

Appendix B

Interview Evaluation Form for RA Applicants

DRAKE UNIVERSITY
Office of Student Residences

EVALUATION OF THE INDIVIDUAL AND GROUP INTERVIEW

Applicant Name _____ Interviewer _____
Team Chairperson _____ Date _____

Please respond to the following criteria based upon your observations and perceptions of the candidate from the interview or exercise. Please refer to the definitions on the criteria sheet for help in making judgements.

EXPLANATION OF RATING SCALE

- 1) Strongly Disagree - applicant obviously does not possess or utilize
- 2) Somewhat Disagree - applicant does not appear to possess or utilize
- 3) Somewhat Agree - applicant displayed some effectiveness
- 4) Agree - applicant displays and uses effectively
- 5) Strongly agree - applicant obviously displays and utilizes effectively a real strength
- 6) Not observed - applicant did not display (neutral)

I. SKILLS

1. Helping Skills						Comments
1	2	3	4	5	N.O.	
2. Consistent						Comments
1	2	3	4	5	N.O.	
3. Self Knowledge						Comments
1	2	3	4	5	N.O.	
4. Flexibility						Comments
1	2	3	4	5	N.O.	
5. Assertive						Comments
1	2	3	4	5	N.O.	
6. Cooperative						Comments
1	2	3	4	5	N.O.	
7. Tact						Comments
1	2	3	4	5	N.O.	

8. Leadership						Comments
1	2	3	4	5	N.O.	
9. Communication						Comments
1	2	3	4	5	N.O.	
10. Listening						Comments
1	2	3	4	5	N.O.	
11. Ambitious						Comments
1	2	3	4	5	N.O.	
12. Spontaneous						Comments
1	2	3	4	5	N.O.	
13. Discretion						Comments
1	2	3	4	5	N.O.	
14. Community Minded						Comments
1	2	3	4	5	N.O.	
II. PERSONAL QUALITIES/TRAITS						
1. Genuiness						Comments
1	2	3	4	5	N.O.	
2. Conscientious						Comments
1	2	3	4	5	N.O.	
3. Caring						Comments
1	2	3	4	5	N.O.	
4. Intelligent						Comments
1	2	3	4	5	N.O.	
5. Optimistic						Comments
1	2	3	4	5	N.O.	
6. Open						Comments
1	2	3	4	5	N.O.	

7. Respectability

Comments

1	2	3	4	5	N.O.
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8. Realistic

Comments

1	2	3	4	5	N.O.
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Based on the interview or exercise would you

☐ Highly recommend for an R.A. Position☐ Recommend☐ Recommend with reservation☐ Do not recommend

Appendix C

Job Reference Form for the RA Position

Office of Residential Life
Drake University

As one portion of the Resident Assistant selection process, the Office of Residential Life requests two character references from each of its candidates. You have been asked to complete one of these reference forms. We ask that you take the necessary time and effort to make this an accurate statement regarding this student's competencies, skills, values and attitudes. To aid you in this endeavor, we would like to briefly share our perceptions and expectations for a Resident Assistant at Drake University.

It is our belief that the boundaries of a student's learning extend far beyond the walls of the classroom. Residence halls play an important role in nurturing a student's total educational development. R.A.'s are student staff members who live and work in the residence halls. R.A.'s are directly responsible for the well-being of 25 to 60 students who live on their respective floors in the hall. The relationship which develops between an R.A. and his/her floor is a unique one. It is based upon trust, understanding and a mutual desire to grow.

The R.A. position, by nature and design, allows each R.A. the opportunity to play a major role in facilitating development within students. They are asked to wear several different hats: counselor, academic advisor, programmer, disciplinarian, resource coordinator, as well as many others. They are without a doubt, very important members of the University's total educational team.

Basic to the R.A. position is a willingness on the part of the R.A. to experience and learn new things and to make changes if appropriate. The R.A. is expected to challenge himself as well as those who surround him. It can be frustrating, fulfilling, stimulating, and time consuming, all at once. The R.A. position is not for everyone. It demands dedication.

Please be sincere and thoughtful when you complete this reference. Your input is very important to us as well as to the person for whom you complete the form. Thank you for your time and consideration. If you have any further questions or concerns, please feel free to call us at the Office of Residential Life, 271-3781.

RA Selection Committee

DRAKE UNIVERSITY
Office of Residential Life
RA Reference Form

Applicant's Name _____

How long and in what capacity have you known the applicant?

How accurately do you feel you can evaluate the personal characteristics of this applicant?

- _____ With some hesitancy
 _____ With moderate assurance
 _____ With great confidence

Please respond to the following questions by referring to the key provided. Also, any helpful comments or thoughts that you would like to share with us will assist us in our evaluation. Thank you for your time!

- A. Applicant rarely displays this characteristic
- B. Applicant displays this characteristic with some effectiveness
- C. Applicant displays this characteristic effectively, but inconsistently.
- D. Applicant displays this characteristic effectively, and consistently.
- E. No basis to evaluate this characteristic.

____ 1. Does this person display a sense of reliability?
 Comments:

____ 2. Does this person display the ability to maintain confidentiality?
 Comments:

____ 3. Does this person communicate in a clear and precise manner?
 Comments:

____ 4. Does this person explore alternatives available when faced with a decision?
 Comments:

____ 5. Does this person display an awareness of their environment and sensitivity to its components?
 Comments:

____ 6. Does this person show concern and understanding for others?
 Comments:

- ____ 7. Does this person have the necessary helping skills to assist others?
Comments:
- ____ 8. Does this person demonstrate leadership abilities?
Please explain:
- ____ 9. Does this person display mature and responsible behavior that is respected by his/her peers?
Comments:
- ____ 10. Is this person adaptable to various situations which he/she may encounter and responsive to change?
Comments:

How would you recommend this individual for the position?

- ____ Highly recommend
____ Recommend
____ Recommend with reservations
____ Do not recommend

Please share any additional thoughts with us which you feel would be pertinent to our decision regarding this applicant.

Signature of Reference _____ Date _____

Position or Title _____

Please return to: Office of Residential Life, Olmsted Center
Drake University
Des Moines, Iowa 50311

Appendix D

Conceptual Units Formed by Personality

Research Form Scales

CONCEPTUAL UNITS FORMED BY PERSONALITY
RESEARCH FORM SCALES

Impulse Expression and Control:	Impulsivity
	<u>Change</u>
	Harmavoidance
	Order
	Cognitive Structure
Orientation Toward Work and Play:	Achievement
	<u>Endurance</u>
	Play
Orientation Towards Direction from Other People:	Succorance
	<u>Autonomy</u>
Intellectual and Aesthetic Orientation:	Understanding
	Sentience
Degree of Ascendancy:	Dominance
	<u>Abasement</u>
Degree and Quality of Interpersonal Orientation:	Affiliation
	Nurturance
	Exhibition
	<u>Social Recognition</u>
	Aggression
	Defendence
Test-taking Attitudes and Validity:	Desirability
	Infrequency

Source: Douglas N. Jackson, Personality Research Form
Form AA (Goshen, N.Y.: Research Psychologists
Press, Inc., 1974), p. 5.

Appendix E

Correlations of PRF Scales with the
California Psychological Inventory

CORRELATIONS OF PRF SCALES WITH CALIFORNIA PSYCHOLOGICAL INVENTORY

	Achievement via Conformance	Tolerance	Sociability	Femininity	Good Impression	Flexibility	Social Presence	Socialization	Capacity for Status	Communality	Responsibility	Sense of Well Being	Self Control	Dominance	Achievement via Independence	Intellectual Efficiency	Self-Acceptance	Psychological Mindedness
Abasement	-15	-00	-20	43	-04	19	-24	00	-02	06	12	-22	-01	-21	03	-13	-37	05
Achievement	62	26	35	15	58	-22	02	43	22	14	34	51	50	45	27	40	26	-15
Affiliation	16	16	38	29	01	14	25	19	31	30	25	05	-15	35	03	31	21	14
Aggression	-48	-35	01	-43	-41	05	27	-48	-08	-40	-48	-29	-50	01	-26	-26	26	-02
Autonomy	-15	-09	-02	-43	04	10	20	-37	18	-30	-25	04	-06	01	16	04	14	-02
Change	-04	03	33	-22	-02	33	46	-26	44	-09	-14	07	-26	36	17	22	30	-10
Cognitive Structure	07	-38	-26	-10	14	-70	-47	16	-48	02	-04	-08	22	-23	-41	-37	-18	28
Defendence	-17	-29	-16	-37	-13	-11	-05	-24	-22	-29	-31	-11	-18	-11	-16	-17	04	34
Dominance	30	12	60	-33	19	-05	47	05	43	-13	-01	29	-05	78	14	33	65	-21
Endurance	53	26	41	05	54	-14	12	24	30	10	22	49	33	45	32	39	27	16
Exhibition	-02	01	67	-29	-21	13	68	-12	41	-14	-11	02	-45	57	-06	20	69	49
Harmavoidance	11	-12	-18	41	12	-22	-39	24	-33	13	23	-11	20	-17	-14	-16	-22	43
Impulsivity	-34	05	13	-02	-50	46	44	-21	19	01	-09	-24	-53	08	04	04	12	-12
Nurturance	27	11	16	41	23	05	-12	26	15	26	38	05	13	24	09	15	-01	32
Order	21	-24	04	-00	28	-61	-31	22	-27	03	-03	08	25	01	-41	-19	-05	-21
Play	-49	-29	18	-23	-52	16	43	-25	04	-07	-42	-28	-61	-11	-29	-18	16	-04
Sentience	27	29	20	34	32	28	15	17	40	21	28	11	21	21	36	22	06	-25
Social Recognition	-03	-22	-04	-03	-41	-11	-07	05	-22	17	07	-27	-35	-02	-32	-16	16	14
Succorance	-00	03	09	40	-17	12	02	20	01	20	29	-28	-17	-03	-07	-05	00	-23
Understanding	34	31	18	10	39	27	09	-06	41	-06	38	18	26	33	48	42	16	40
Infrequency	-25	-12	-19	-22	00	23	-03	-18	-06	-41	-26	-18	-02	-15	-12	-32	-14	-08
Desirability	70	59	55	22	49	04	30	53	48	26	57	73	46	60	43	73	37	55

Source: Jackson, p. 28.

Appendix F

Questionnaire Soliciting RA

Behavior Statements

DRAKE UNIVERSITY
OFFICE OF STUDENT LIFE
DES MOINES, IOWA 50311

OFFICE OF STUDENT RESIDENCES

March 2, 1981

Dear Student,

The Office of Residential Life is conducting research aimed at developing a measuring instrument to be used in student evaluation of Resident Assistants. In order to prepare such an instrument, it is very important to obtain the opinion of students, like yourself, who have lived for several semesters in residence halls. The purpose of this questionnaire is to gather short, descriptive words, phrases, or sentences which characterize or describe the behavior of RA's.

1. After very careful and thoughtful consideration, please list those qualities on lines 1-10 (one quality per line) which you feel are the most significant favorable behavior qualities possessed by effective RA's, or which go to make for a good RA.
2. After very careful and thoughtful consideration, please list those qualities on lines 11-20 (one quality per line) which you feel are the most significant unfavorable behavior qualities possessed by ineffective RA's, or which go to make for a poor RA.

When you complete both pages of the questionnaire, place it in the enclosed Inter-Campus Communication envelope and drop it in the mail slot of your residence hall desk. If you misplace the enclosed envelope, you may obtain a new one at your residence hall desk. Address it to the Office of Residential Life, Olmsted Center.

Thanks very much for your time and attention given to this project. If you have any questions, please feel free to call the Office of Residential Life at 271-3781.

Sincerely,

Doug Frazer

Doug Frazer
Doctoral Student
Counseling and Student Personnel

Robert S. Brodie

Robert S. Brodie
Director of Student Living
Environments, Olmsted Center

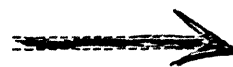


1

Favorable Qualities Possessed by Effective RA's, or Which Go to Make for a
Good RA:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

(go on to the next page; please don't sign your name)



2

Unfavorable Qualities Possessed by Ineffective RA's, or Which Go to Make for a
Poor RA:

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Thank you again for your time! Please return the completed questionnaire BEFORE BREAK.

Appendix G

RA Behavior Statements Solicited
from Student Samples

RA Behavior Statements Solicited from Student Samples

1. Encourages interaction among floor members
2. Is not informed of university policies
3. Is sensitive to students' needs
4. Has poor rapport with the hall director
5. Encourages students to become active
6. Does not follow through with promises
7. Maintains an "open door" policy
8. Is heavily involved in other activities
9. Realizes freshmen need him/her more than upperclassmen
10. Has "I want to be your best friend" attitude
11. Can write a good "welcome to the floor" letter
12. Has "overnight" visitors on a chronic basis
13. Has an outgoing personality
14. Allows slobs to exist on the floor
15. Is able to gain the respect of others on the floor
16. Pushes hard to get others involved in activities
17. Is able to answer questions concerning general university policies
18. Is not willing to attend house council meetings
19. Is able to give referrals
20. Is visible
21. Does not hold enough floor meetings
22. Is realistic
23. Keeps the floor from becoming unified
24. Is informed about classes
25. Is aggressive
26. Bends a few rules

27. Is passive
28. Is fair--gives second chances
29. Is not enthusiastic
30. Is organized
31. Shows poor conduct
32. Is a reliable friend
33. Uses poor language
34. Shows appropriate behavior at all times
35. Attends floor meetings late
36. Treats each student objectively
37. Is sometimes seen intoxicated and/or high
38. Puts him/herself in students' shoes
39. Is private
40. Is a junior or a senior--for experience
41. Has peculiar attitudes
42. Has a sense of humor
43. Is physically small
44. Applies authority
45. Is not active him/herself
46. Has a broad background
47. Is bossy
48. Is available for conversation--a counselor
49. Is friends with only some of the floor
50. Is friendly
51. Is moody; uneven-tempered
52. Is above average scholastically
53. Shows favoritism

54. Has a positive attitude
55. Is apathetic toward the floor and the hall
56. Is responsible
57. Is frequently not available
58. Is honest
59. Contributes to poor communication among staff members
60. Is reliable
61. Is unable to distinguish between discipline and guidance
62. Manages time effectively
63. Does not fulfill goals
64. Is assertive
65. Has an idealistic view of the floor
66. Has the ability to foresee problems
67. Does not resolve conflicts between floor and hall duties
68. Is a good listener
69. Makes quick decisions (no second chances)
70. Upholds university policies
71. Follows rules and regulations closely
72. Gives unity to the floor
73. Is unfriendly
74. Is enthusiastic
75. Is unorganized
76. Is consistent
77. Is inconsistent
78. Is open-minded
79. Is dishonest
80. Is well-liked

81. Is impatient
82. Is creative
83. Is sarcastic
84. Acts to resolve conflicts and complaints
85. Neglects duties
86. Encourages friendship among floor members
87. Is closed-minded
88. Is interested in helping freshmen adjust
89. Is self-centered
90. Has a cheerful disposition
91. Openly displays dislike for some on his/her floor
92. Enforces quiet hours
93. Has an aloof, paternal attitude ("holier than thou")
94. Has good communication skills
95. Shows cliquish behavior
96. Is well-groomed
97. Engages in consistent weekend carousing
98. Is not in a clique
99. Shows insincerity (or rather sickly-sweet goodness)
100. Maintains availability to all students
101. Has no tact
102. Shows compassion
103. Ignores complaints
104. Shows warmth
105. Violates rules
106. Is conservative
107. Does not enforce rules

108. Is patient
109. Teases students constantly
110. Shows concern
111. Is easy-going
112. Is his/her own person
113. Does not take the RA position seriously
114. Sets a good example as a person
115. Makes others feel inferior
116. Is a non-dictatorial leader
117. Is not forceful enough to influence others
118. Weighs problem situations carefully
119. Cannot communicate effectively
120. Is level-headed when dealing with crises
121. Has low moral standards
122. Is willing to confront problem students
123. Is constantly grouchy
124. Is willing to discuss personal matters on a mature level
125. Is boring
126. Realizes that students' main priority is to study and learn
127. Does not confront good students who fall in with a bad crowd
128. Respects the privacy of students
129. Is a "door sniffer"--always looking for trouble
130. Works well with other RA's and hall director
131. Is ostentatious
132. Is "aware"
133. Is extremely outspoken
134. Is prompt

135. Has hangups on wealth and money
136. Has strong morals
137. Has a lot of money and lets others know it
138. Has outside interests on campus
139. Is immature
140. Is an intelligent conversationalist
141. Is preoccupied with his/her social life
142. Is independent
143. Does not become one of the group
144. Sees that maintenance is done on the floor
145. Is not liberal in letting people be responsible for themselves
146. Is willing to work closely with floor and hall reps
147. Is not open to different life-styles
148. Is open to different life-styles
149. Does not see that maintenance is done on the floor
150. Is well-informed about campus events
151. Doesn't make changes on the floor
152. Visits people on the floor
153. Is power-hungry
154. Is approachable
155. Is conceited
156. Is a follower
157. Has administrative abilities
158. Ignores incidents
159. Is popular
160. Is a member of a Greek organization
161. Is reasonable

- 162. Is prejudiced
- 163. Does not represent the floor
- 164. Is around on unassigned days
- 165. Does not run floor meetings
- 166. Is trusting
- 167. Is not concerned with noise levels on the floor
- 168. Is clean
- 169. Is stupid
- 170. Is energetic
- 171. Can't admit mistakes
- 172. Respects others
- 173. Is untrusting
- 174. Is compatible with most floor members
- 175. Enforces rules when they need to be
- 176. Is a policeman
- 177. Has a good attitude toward the people on his/her floor
- 178. Is unbending
- 179. Will not listen when a student needs to talk
- 180. Is dependable
- 181. Always has the door closed
- 182. Is trustworthy
- 183. Is not trustworthy
- 184. Acts human
- 185. Will not help end arguments between floor members
- 186. Is diplomatic
- 187. Shows laissez-faire attitude
- 188. Works hard

- 189. Is insecure
- 190. Is secure
- 191. Tears down ideas
- 192. Is unbiased
- 193. Is efficient
- 194. Is conscientious
- 195. Doesn't get offended easily
- 196. Is shy
- 197. Is motivated
- 198. Is pessimistic
- 199. Is direct
- 200. Is jealous
- 201. Is loyal
- 202. Is inconsiderate
- 203. Is kind
- 204. Is overbearing
- 205. Is congenial
- 206. Does only what is absolutely required for his/her job
- 207. Is reaffirming
- 208. Is unsympathetic
- 209. Is complimentary
- 210. Dislikes those who have opinions that are different from his/her own
- 211. Is supportive
- 212. Does not try to find out what students want
- 213. Is resourceful
- 214. Puts extracurricular activities before the RA job
- 215. Is understanding

- 216. Is firm
- 217. Avoids students whom he/she doesn't already know
- 218. Parties a lot
- 219. Suppresses problems instead of solving them
- 220. Shows genuine personal interest in the floor's behavior
- 221. Doesn't care about student opinion
- 222. Knows personally the students on his/her floor
- 223. Deals with problems on the floor without hall director's help
- 224. Is irresponsible
- 225. Takes pride in what he/she is trying to do
- 226. Is a poor leader
- 227. Is hypocritical
- 228. Is sincere
- 229. Is not complimentary
- 230. Communicates university policies
- 231. Is irritable
- 232. Is hot-tempered
- 233. Is judgmental
- 234. Is obnoxious
- 235. Is rude
- 236. Is bull-headed
- 237. Is irrational
- 238. Is dependent
- 239. Is capricious
- 240. Is unable to work with people
- 241. Is unable to compromise
- 242. Is cold

- 243. Is bitchy or an asshole
- 244. Is physically large
- 245. Has a working knowledge of the university
- 246. Has the attitude: "I'm here if someone comes to me."
- 247. Is able to express him/herself clearly
- 248. Talks privately about other floor members
- 249. Is empathetic
- 250. Forgets to carry out duties
- 251. Is practical
- 252. Gets upset when asked to perform a duty
- 253. Won't listen to suggestions
- 254. Has a hard time relating to others
- 255. Is a quiet person
- 256. Uses ineffective disciplinary techniques
- 257. Is not assertive
- 258. Is uneasy when working with groups
- 259. Is uneasy with one-on-one interaction
- 260. Has a low self-concept
- 261. Has a negative self-concept
- 262. Is easily influenced
- 263. Is easily frustrated
- 264. Is somewhat detached
- 265. Is "chummy"
- 266. Smiles
- 267. Gives friends special privileges

Appendix H

Instructions to Student Judges for Determining the Preference Index of Each RA Behavior Statement

DRAKE UNIVERSITY
OFFICE OF STUDENT LIFE
DES MOINES, IOWA 50311

March 31, 1981

Dear Student,

The Office of Residential Life is conducting research in order to develop a rating scale to be used in student evaluations of Resident Assistants. In order to prepare such an instrument, it is very important to obtain the judgments of students, like yourself, who have lived for several semesters in residence halls. The purpose of this questionnaire is to find out how you would evaluate a set of statements when they are applied to RA's as a group.

The pages which follow contain descriptive words and phrases which were gathered in an earlier survey of Drake students. Some are phrased in positive terms; some in negative terms. We would like to ask you to rate these statements and phrases as being either favorable or unfavorable when applied to RA's as a group.

To the right of each statement/phrase is a one-to-five rating scale. Rate each statement according to the key below:

- | |
|------------------------|
| 1 = Very Favorable |
| 2 = Favorable |
| 3 = Neutral or Average |
| 4 = Unfavorable |
| 5 = Very Unfavorable |

If, for example, one statement seems favorable when applied to all RA's as a group, you would circle number 2 to the right of the statement.

When you complete the questionnaire, place it in the enclosed Inter-Campus Communication envelope and drop it in the mail slot of your residence hall desk. If you misplace the envelope, you can obtain a new one at your residence hall desk. Address it to the Office of Residential Life, Olmsted Center.

Your evaluation is very important to our research, and a 100% return is vital. Please consider the questionnaire as soon as possible; it should not take more than about 20 minutes to complete.

Thanks very much for your time and attention. If you have any questions, please feel free to call the Office of Residential Life at 271-3781.

Sincerely,

Doug Frazer

Doug Frazer
Doctoral Student
Counseling and Student Personnel

Robert S. Brodie

Robert S. Brodie
Director of Student Living
Environments, Olmsted Center

Appendix I

Instructions to Student Judges for Determining
the Discrimination Index of Each
RA Behavior Statement

DRAKE UNIVERSITY
OFFICE OF STUDENT LIFE
DES MOINES, IOWA 50311

March 31, 1981

Dear Student,

The Office of Residential Life is conducting research in order to develop a rating scale to be used in student evaluations of Resident Assistants. In order to prepare such an instrument, it is very important to obtain the opinions of students, like yourself, who have lived in residence halls for several semesters. The purpose of this questionnaire is to find out how you would evaluate a set of statements when they are applied to the best RA you know.

The following pages contain descriptive words and phrases which were gathered in an earlier survey of Drake students. Some are phrased in positive terms; some in negative terms. We would like you to think of the best RA you know or have known, and rate the statements and phrases as they apply to this RA.

To the right of each statement/phrase is a one-to-five rating scale. Rate each statement according to the key below:

- | |
|---|
| 1 = <u>Always</u> displays this behavior |
| 2 = <u>Almost Always</u> displays this behavior |
| 3 = <u>Sometimes</u> displays this behavior |
| 4 = <u>Almost Never</u> displays this behavior |
| 5 = <u>Never</u> displays this behavior |

If, for example, a statement seems never to represent the behavior or characteristics of the best RA you have known, you would circle number 5 to the right of the statement.

When you complete the questionnaire, place it in the enclosed Inter-Campus Communication envelope and drop it in the mail slot of your residence hall desk.

Your evaluation is very important to our research, and a 100% return is vital. Please consider the questionnaire as soon as possible; it will not take you more than about 20 minutes to complete.

Thanks very much for your time and attention. If you have any questions, please feel free to call the Office of Residential Life at 271-3781. Remember, you are considering only the BEST RA you know or have known.

Sincerely,

Doug Frazer

Doug Frazer
Doctoral Student
Counseling and Student Personnel

Robert S. Brodie

Robert S. Brodie
Director of Student Living
Environments, Olmsted Center

DRAKE UNIVERSITY
OFFICE OF STUDENT LIFE
DES MOINES, IOWA 50311

OFFICE OF STUDENT RESIDENCES

March 31, 1981

Dear Student,

The Office of Residential Life is conducting research in order to develop a rating scale to be used in student evaluations of Resident Assistants. In order to prepare such an instrument, it is very important to obtain the opinions of students, like yourself, who have lived in residence halls for several semesters. The purpose of this questionnaire is to find out how you would evaluate a set of statements when they are applied to the worst RA you know.

The following pages contain descriptive words and phrases which were gathered in an earlier survey of Drake students. Some are phrased in positive terms; some in negative terms. We would like you to think of the worst RA you know or have known, and rate the statements and phrases as they apply to this RA.

To the right of each statement/phrase is a one-to-five rating scale. Rate each statement according to the key below:

- | | |
|-----|---|
| 1 = | <u>Always</u> displays this behavior |
| 2 = | <u>Almost Always</u> displays this behavior |
| 3 = | <u>Sometimes</u> displays this behavior |
| 4 = | <u>Almost Never</u> displays this behavior |
| 5 = | <u>Never</u> displays this behavior |

If, for example, a statement seems never to represent the behavior or the characteristics of the worst RA you have known, you would circle number 5 to the right of the statement.

When you complete the questionnaire, place it in the enclosed Inter-Campus Communication envelope and drop it in the mail slot of your residence hall desk.

Your evaluation is very important to our research, and a 100% return is vital. Please consider the questionnaire as soon as possible; it will not take you more than 20 minutes to complete.

Thanks very much for your time and attention. If you have any questions, please feel free to call the Office of Residential Life at 271-3781. Remember, you are considering only the WORST RA you know or have known.

Sincerely,

Doug Frazer

Doug Frazer
Doctoral Student
Counseling and Student Personnel

Robert S. Brodie

Robert S. Brodie
Director of Student Living
Environments, Olmsted Center

Appendix J

Preference and Discrimination Indices of RA Behavior Statements Used in the Evaluation Instrument

Preference and Discrimination Indices of
RA Behavior Statements Used in the
Evaluation Instrument

RA Behavior Statement	Preference Index (PI)	Discrimination Index (DI)
IS HEAVILY INVOLVED IN OTHER ACTIVITIES	2.85	-1.91
DEALS WITH PROBLEMS ON THE FLOOR WITHOUT HALL DIRECTOR'S HELP	2.52	-4.24
VISITS PEOPLE ON THE FLOOR	2.52	-5.43

IS A NON-DICTATORIAL LEADER	2.37	-1.74
IS FIRM	2.37	-4.28
ENCOURAGES STUDENTS TO BECOME ACTIVE	2.37	-6.12

PUSHES HARD TO GET OTHERS INVOLVED IN ACTIVITIES	2.78	-6.12
IS AGGRESSIVE	2.78	-0.51
BENDS A FEW RULES	2.70	3.01

SHOWS COMPASSION	2.15	-6.32
IS ENERGETIC	2.09	-5.87
IS FAIR--GIVES SECOND CHANCES	2.11	-1.06

ENFORCES QUIET HOURS	2.30	-4.66
IS A JUNIOR OR A SENIOR--FOR EXPERIENCE	2.30	-1.85
IS ORGANIZED	2.30	-5.33

HAS STRONG MORALS	2.54	-3.21
IS EMPATHETIC	2.56	-3.13
IS CONSERVATIVE	2.83	-1.20

RA Behavior Statement	Preference Index (PI)	Discrimination Index (DI)
IS HIS/HER OWN PERSON	2.07	-0.85
IS ABLE TO EXPRESS HIM/HERSELF CLEARLY	2.09	-4.52
IS ABLE TO GAIN THE RESPECT OF OTHERS ON THE FLOOR	2.06	-6.82

IS DIPLOMATIC	2.15	-3.96
IS INDEPENDENT	2.17	-2.04
IS SECURE	2.15	-3.92

IS CONSISTENT	2.18	-5.23
KNOW PERSONALLY THE STUDENTS ON HIS/HER FLOOR	2.18	-5.14
HAS OUTSIDE INTERESTS ON CAMPUS	2.18	-1.74

IS COMPLIMENTARY	2.54	-7.54
DOESN'T GET OFFENDED EASILY	2.72	-2.00
IS POPULAR	2.67	-6.28

IS NOT IN A CLIQUE	2.59	-3.29
IS PRIVATE	2.92	2.52
IS "CHUMMY"	2.94	0.27

REALIZES FRESHMEN NEED HIM/HER MORE THAN UPPERCLASSMEN	2.44	-3.02
HAS THE ATTITUDE: "I'M HERE IF SOMEONE COMES TO ME"	3.00	1.01
CAN WRITE A GOOD "WELCOME TO THE FLOOR" LETTER	2.48	-3.56

RA Behavior Statement	Preference Index (PI)	Discrimination Index (DI)
FOLLOWS RULES AND REGULATIONS CLOSELY	2.46	-5.77
HAS A BROAD BACKGROUND	2.35	-3.10
IS DEPENDENT	2.96	0.82

TREATS EACH STUDENT OBJECTIVELY	2.39	-4.06
HAS AN IDEALISTIC VIEW OF THE FLOOR	2.94	-1.52
IS INFORMED ABOUT CLASSES	2.43	-2.98

Appendix K

Questionnaire to Students in Goodwin-Kirk
Residence Hall Complex to Determine
Reliability and Validity for
the Evaluation Instrument

DRAKE UNIVERSITY
OFFICE OF STUDENT LIFE
DES MOINES, IOWA 50311

OFFICE OF STUDENT RESIDENCES

April 27, 1981

Dear Student,

The Office of Residential Life is conducting research in order to develop a rating scale to be used in student evaluations of Resident Assistants at Drake.

In March and April we surveyed about 500 Drake students in other residence halls to ask their opinions on two important questions:

1. What behaviors or personal qualities describe effective RA's?
What behaviors or personal qualities describe ineffective RA's?
2. If you were to consider the best (or the worst) RA you have known, how would these behaviors apply to this person?

After analyzing statistically the responses to these questions, we assembled an evaluation instrument which we think will provide one measure of RA effectiveness as seen by students at Drake. At this point we need to "test the test," so to speak, to find out if it will actually do what we think it will do. We would like your help.

The evaluation instrument we constructed appears on the following pages. Please evaluate your RA carefully on it, according to the instructions provided.

The results of your evaluation will tell us whether the instrument possesses the necessary statistical qualities to be useful to Drake in the future. Please remember that we are testing the test in this procedure, and because of this we cannot yet determine whether the procedure will give an accurate assessment of your RA's performance. That will come later.

Your help is very important to our research, and a 100% return is vital. Please consider the RA evaluation form today; it should take you only a few minutes to complete.

Thanks very much for your time and attention. If you have any questions, feel free to call Doug Frazer at 279-1014 (after 5:30 PM).

Sincerely,

Doug Frazer

Doug Frazer
Doctoral Student
Counseling and Student Personnel

Robert S. Brodie

Robert S. Brodie
Director of Student Living
Environments, Olmsted Center



RESIDENT ASSISTANT EVALUATION FORM

Instructions

This is a rating scale for student evaluations of resident assistants. The scale consists of fourteen groups or blocks containing three statements each. The statements are descriptive of RA's and their behavior. Please consider carefully the statements in each block and select the statement(s) that are most applicable to your RA. Be sure to pick at least one statement but no more than two statements in each block of three.

Mark your choice of statement or statements from each block of items by circling the numbers as shown in the example below.

Sample Questions:

- ① = Is sincere
2 = Doesn't get bent out of shape when the floor is noisy
③ = Is a good listener

If you believe items #1 and #3 are most descriptive of your RA, you would indicate your choices by circling the numbers as shown.

Check to see that you have chosen at least one statement but not more than two for each of the fourteen sets of items and have indicated your choices by circling the numbers of your choices. Leave no blocks of items blank.

When you have completed your evaluation, place the rating scale into the enclosed Inter-Campus Communication envelope and drop it in the mail slot of your residence hall desk.

Thank you!

Name of the RA you are evaluating: _____

SELECT ONE BUT NOT MORE THAN TWO STATEMENTS FROM EACH BLOCK AND CIRCLE THE NUMBER OF YOUR CHOICE(S).

-
- 1 = Is heavily involved in other activities
 - 2 = Deals with problems on the floor without hall director's help
 - 3 = Visits people on the floor
-

- 1 = Is a non-dictatorial leader
 - 2 = Is firm
 - 3 = Encourages students to become active
-

- 1 = Pushes hard to get others involved in activities
 - 2 = Is aggressive
 - 3 = Bends a few rules
-

- 1 = Shows compassion
 - 2 = Is energetic
 - 3 = Is fair--gives second chances
-

- 1 = Enforces quiet hours
 - 2 = Is a junior or a senior--for experience
 - 3 = Is organized
-

- 1 = Has strong morals
 - 2 = Is empathetic
 - 3 = Is conservative
-

- 1 = Is his/her own person
 - 2 = Is able to express him-/herself clearly
 - 3 = Is able to gain the respect of others on the floor
-

- 1 = Is diplomatic
 - 2 = Is independent
 - 3 = Is secure
-

CHECK ABOVE - Be sure you marked at least one but no more than two statements for each group. If you "gocfed," please cross out the error or change your choice(s).

(continued next page)

SELECT ONE BUT NOT MORE THAN TWO STATEMENTS FROM EACH BLOCK AND CIRCLE THE NUMBER OF YOUR CHOICE(S).

-
- 1 = Is consistent
 - 2 = Knows personally the students on his/her floor
 - 3 = Has outside interests on campus
-

- 1 = Is complimentary
 - 2 = Doesn't get offended easily
 - 3 = Is popular
-

- 1 = Is not in a clique
 - 2 = Is private
 - 3 = Is "chummy"
-

- 1 = Realizes freshmen need him/her more than upperclassmen
 - 2 = Has the attitude: "I'm here if someone comes to me."
 - 3 = Can write a good "welcome to the floor" letter
-

- 1 = Follows rules and regulations closely
 - 2 = Has a broad background
 - 3 = Is dependent
-

- 1 = Treats each student objectively
 - 2 = Has an idealistic view of the floor
 - 3 = Is informed about classes
-

CHECK ABOVE - Be sure you marked at least one but no more than two statements for each group. If you "goofed," please cross out the error or change your choice(s).

(continued next page)

Below are nine additional behavioral descriptions. Please indicate the extent to which they are true for your RA by circling one of the numbers on the scale that appears below each description.

IS CONSIDERATE OF THE FEELINGS OF OTHERS

1	2	3	4	5	6
always	usually	often	sometimes	seldom	never

IS IMPATIENT WITH OTHERS

1	2	3	4	5	6
always	usually	often	sometimes	seldom	never

HAS WARM AND CLOSE RELATIONS WITH OTHERS

1	2	3	4	5	6
always	usually	often	sometimes	seldom	never

TRUSTS OTHERS

1	2	3	4	5	6
always	usually	often	sometimes	seldom	never

BELITTLES OTHERS

1	2	3	4	5	6
always	usually	often	sometimes	seldom	never

IS THREATENED BY OTHERS; ACTS DEFENSIVE

1	2	3	4	5	6
always	usually	often	sometimes	seldom	never

INTERESTED IN, AND INVOLVED WITH, OTHERS

1	2	3	4	5	6
always	usually	often	sometimes	seldom	never

DISTURBS, UPSETS, OR BOTHERS OTHERS

1	2	3	4	5	6
always	usually	often	sometimes	seldom	never

RECOGNIZES THE FEELINGS, INTENTIONS, AND MOTIVES OF OTHERS

1	2	3	4	5	6
always	usually	often	sometimes	seldom	never

Thanks for your time!

Appendix L

Drake Resident Assistant Evaluation Form

with Scoring Key

RESIDENT ASSISTANT EVALUATION FORM

Drake University

Instructions

This is a rating scale for student evaluations of resident assistants. The scale consists of fourteen groups or blocks containing three statements each. The statements are descriptive of RA's and their behavior. Please consider carefully the statements in each block and select the statement(s) that are most applicable to your RA. Be sure to pick at least one statement but no more than two statements in each block of three.

Mark your choice of statement or statements from each block of items by circling the numbers as shown in the example below.

Sample Questions:

① - Is sincere

2 = Doesn't get bent out of shape when the floor is noisy

③ - Is a good listener

If you believe items #1 and #3 are most descriptive of your RA, you would indicate your choices by circling the numbers as shown.

Check to see that you have chosen at least one statement but not more than two for each of the fourteen sets of items and have indicated your choices by circling the numbers of your choices. Leave no blocks of items blank.

When you have completed your evaluation, place the rating scale into the enclosed envelope, seal it, and give it personally to your RA.

Thank you!

Name of the RA you are evaluating: _____

SELECT ONE BUT NOT MORE THAN TWO STATEMENTS FROM EACH BLOCK AND CIRCLE THE NUMBER OF YOUR CHOICE(S).

1 = Is heavily involved in other activities

② = Deals with problems on the floor without the hall director's help

③ = Visits people on the floor

1 = Is a non-dictatorial leader

② = Is firm

③ = Encourages students to become active

① = Pushes hard to get others involved in activities

2 = Is aggressive

③ = Bends a few rules

① = Shows compassion

② = Is energetic

3 = Is fair--gives second chances

① = Enforces quiet hours

2 = Is a junior or a senior--for experience

③ = Is organized

① = Has strong morals

② = Is empathetic

3 = Is conservative

1 = Is his/her own person

② = Is able to express him-/herself clearly

③ = Is able to gain the respect of others on the floor

CHECK ABOVE - Make sure you marked at least one but no more than two statements for each group. If you made a mistake, please cross out the error or change your choice(s).

GO ON TO THE NEXT PAGE

SELECT ONE BUT NOT MORE THAN TWO STATEMENTS FROM EACH BLOCK AND CIRCLE THE NUMBER OF YOUR CHOICE(S).

-
- ① = Is diplomatic
2 = Is independent
③ = Is secure

-
- ① = Is consistent
② = Knows personally the students on his/her floor
3 = Has outside interests on campus

-
- ① = Is complimentary
2 = Doesn't get offended easily
③ = Is popular

-
- ① = Is not in a clique
② = Is private
3 = Is "chummy"

-
- ① = Realizes freshmen need him/her more than upperclassmen
2 = Has the attitude: "I'm here if someone comes to me."
③ = Can write a good "welcome to the floor" letter

-
- ① = Follows rules and regulations closely
② = Has a broad background
3 = Is dependent

-
- ① = Treats each student objectively
2 = Has an idealistic view of the floor
③ = Is informed about classes

CHECK ABOVE - Make sure you marked at least one but no more than two statements for each group. If you made a mistake, please cross out the error or change your choice(s).

END OF EVALUATION;
THANK YOU FOR YOUR TIME!

Appendix M

Statement of Informed Consent

Statement of Informed Consent

I understand that the purpose of this study is to improve resident assistant selection processes.

I confirm that my participation in this project is entirely voluntary. No coercion of any kind has been used to obtain my permission.

I understand that my participation in this study will not be considered as part of the resident assistant selection process at Drake University, and thus will have no influence in determining who will be selected.

I understand that I may withdraw my consent and terminate my participation at any time during the project.

I have been informed of the procedures that will be used in the study and understand what will be required of me as a volunteer.

I understand that all of my test responses, job recommendation ratings, personal data, and grade-point average will be treated confidentially in this study.

I wish to give my cooperation in this research project.

Signed, _____

Social Security Number
(last four digits only) _____

Please complete both forms. Keep one copy for yourself; return the other with the test booklet and completed answer sheet.

Appendix N

Introductory Letter to RA Applicants

DRAKE UNIVERSITY
Office of Residential Life

Dear R.A. Applicant:

February 2, 1981

By now you probably realize how important resident assistants are to students at Drake University. The Office of Residential Life selects new RA's each year in the belief that they may help students to grow educationally, emotionally, and socially. In order to explore ways of improving the RA selection process, we need your help.

We'd like to invite you to participate in a research project, to be conducted by Doug Frazer, a doctoral student at Drake who is majoring in Counseling and Student Personnel Services. The Office of Residential Life and the RA Selection Committee has been working closely with Doug in designing his study, and views it favorably as one way in which RA selection procedures may be improved at many colleges and universities. The Office of Residential Life supports this project. It is recognized that although the study concerns RA selection processes, it will not be considered a part of the current selection process at Drake.

What would be asked of you as a volunteer in this project? Briefly, there are three parts: First, you would be asked to respond to a personality inventory, which measures normal personality characteristics that are often considered by RA selection committees when evaluating applicants. Such characteristics may include "need for achievement" or "need for understanding," to give just two examples. Second, you would be asked to provide Doug with your cumulative grade-point average, sex, RA job recommendations, and age. These items too are often considered by RA selection committees. Finally, if chosen in March to become an RA, you would be asked to undergo a normal job evaluation by students on your floor in November of this year. Careful steps will be taken so that the information obtained in these three procedures will be treated confidentially at all times; only you and the researcher will be able to see it.

More information on the nature of this research study, and what would be asked of you as a volunteer, will be explained in the February 11th general meeting. It should be remembered that participating in the project will in no way affect your chances of obtaining an RA position. Because we feel that Doug's study ultimately may assist many colleges and universities in selecting RA's, we want to encourage you to participate in it.

Sincerely,

Doug Frazer
Doug Frazer
Doctoral Student,
Counseling and Student Personnel

Robert S. Brodie
Robert S. Brodie
Director of Student
Living Environments

P.S. If you cannot attend the general meeting on February 11th, and want to learn more about the research study, please leave your name at the Office of Residential Life (271-3781), and we will contact you to arrange an individual meeting.

Appendix O

Instructions to RA Volunteers

3432 Forest Avenue, Apt. 5
Des Moines, Ia. 50311
February 11, 1981

Dear RA Applicant:

Thanks very much for volunteering to participate in this study. If it is successful, many colleges and universities may be able to improve their RA selection processes.

In this packet you should find these items:

1. a copy of the Personality Research Form (PRF);
2. an answer sheet for the PRF; and
3. two copies of a "Statement of Informed Consent."

These are the steps you should follow:

1. Read the "Statement of Informed Consent" carefully. Sign your name and Social Security number (the last four digits only) on both copies. Keep one of the copies for yourself.
2. Block out about one hour when you can work without interruption. It is important that you take the PRF alone in a single sitting, and that you work with as few interruptions as possible.
3. Read the directions on the front page of the PRF test booklet. Make sure that you know how to mark the answer sheet correctly.
4. Enter only the last four digits of your Social Security number in the space provided on the answer sheet.
5. Take the PRF. You'll find it an interesting, fun experience. Some questions will seem a bit unusual to you. Even so, please answer all questions conscientiously, so that the test results will be valid.
6. Place the PRF test booklet, one copy of the Statement of Informed Consent, and the completed answer sheet back into the manila envelope. Be sure that your Social Security number (last four digits) is on the answer sheet. Seal the envelope, then give it personally to your hall director. (Off-campus students should personally deliver the sealed packet to the Office of Residential Life, Olmsted Center.)

Please complete the PRF as soon as possible. It will take only one hour of your time. After February 18th, I will contact you by phone if you have not returned your packet by then.

Again, my thanks to you for volunteering to be in this study, which will meet my doctoral dissertation requirement. If you have any questions or concerns about your role as a volunteer, please feel free to call me at home (279-1014) and we can talk about them.

Sincerely,

Doug Frazer

Doug Frazer
Doctoral Student
Counseling & Student Personnel

3432 Forest Avenue, Apt. 4
Des Moines, Ia. 50311
March 10, 1981

Dear

Congratulations on being chosen an RA! The challenges you'll face will be unlike any you've experienced before--and you'll grow while meeting them.

I'd like to make a request. You may have heard me stumble through a speech last month at the RA candidate meeting, in which I called for volunteers to participate in a research study. The study is one concerning RA selection and evaluation, and will satisfy my doctoral dissertation requirement. The number of volunteers for the study so far will make the study successful. More volunteers would make it even more significant. That is why I am writing you.

Twenty of the the twenty-five students chosen as RA's next year volunteered to participate in the project; I'd like to invite you to join them. Enclosed is a description of the project that accompanied the RA application packet. Please look over the material and, if you wish, take the test and follow the instructions for returning it. If you decide not to participate, even after examining the materials, just give the packet to your hall director.

Again, my congratulations on being chosen RA. I'd like to encourage you to participate in my study, so that RA selection processes in the future may be improved at Drake and many other colleges and universities. If you have any questions, please feel free to call me at home. (279-1014).

Sincerely,

Doug Frazer
Doctoral Student
Counseling and Student Personnel

Appendix P

Letter to RA's in October 1981 Concerning
Evaluation Procedures

Office of Residential Life
Drake University

October 24, 1981

Dear

It's been a long time since you were chosen RA last March. I know that, generally, your experiences while in that position have been positive ones, and that your perspective on student growth and development has broadened significantly.

At this point, because you have grown in these areas, I would like to bring to a happy conclusion my research study in which you volunteered to participate. You may remember taking the Personality Research Form last February as a part of that study. You may also recall that, with your permission, I recorded your age and GPA to add to the PRF as predictors of RA job effectiveness. What remains to be done is to evaluate your performance in the RA job to this point. No doubt your hall director has talked about job evaluations which will occur shortly at Drake. My evaluation is NOT part of Drake's official procedure, though it will occur at about the same time. Nothing I will do will affect Drake's evaluation of your performance.

How will my evaluation be done? Last spring while at Drake I constructed a short instrument for this purpose. One is included with this letter for you to look at. This RESIDENT ASSISTANT EVALUATION FORM will be filled out by students living on your wing, then returned to me by way of you and your hall director. After talking with Jan Wise last month, we agreed that the following procedure would probably be easiest:

1. Call a floor meeting for the purpose of distributing the evaluation forms to students who attend. This meeting should be called on Sunday evening, November 1st, or Monday evening, November 2nd, when most of your residents will be around.
2. Ask these residents to fill out the Resident Assistant Evaluation Form at that time (because if it is post-poned, it's not likely ever to be done). Please emphasize to them that this should be taken seriously and completed as carefully as possible.
3. Each resident will receive an evaluation form and an envelope. Ask them to seal their completed forms in the envelopes and give them to you.
4. Place the envelopes in your large manila envelope and give it to your hall director that same night.

5. You have about 50 evaluation forms, which ought to be distributed "first come, first served." If you end up with extra forms and know of some residents who didn't attend your meeting, please give them copies of the instrument to fill out. Forward completed forms to your hall director as you receive them.

Thank you in advance for volunteering to help complete my study. From the beginning your help has been invaluable. Because of it, Drake and other colleges and universities may be able to improve their RA selection processes (and you know how involved they can be!).

To close, let me offer you an opportunity to learn "how you scored" on evaluations. If you wish, you may call me (collect) at the University of Kansas where I'm a hall director. My number is (913) 864-3847. When you call, we'll discuss your score and what it means. Also, if you have any questions about the procedure I've outlined above, please give me a call. I look forward to talking with you. Again, my thanks to you for volunteering to participate in this study!

Sincerely,

Doug Frazer, Doctoral Student
Counseling and Student Personnel Services